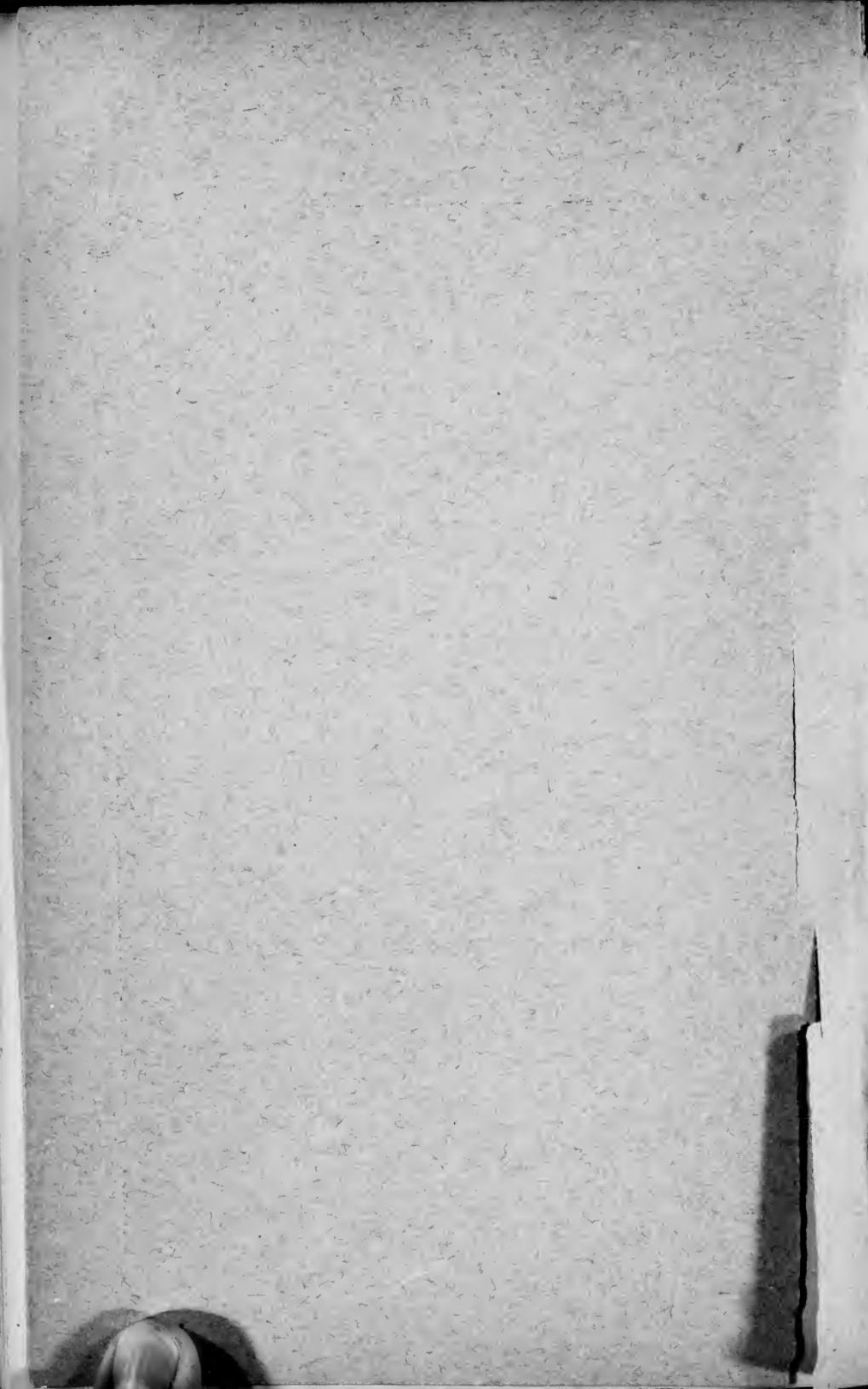


DISTRICT OF COLUMBIA

**Report of the
Board of Education**

1925-26



REPORT
OF THE
BOARD OF EDUCATION
OF THE
DISTRICT OF COLUMBIA

1925-26



WASHINGTON
GOVERNMENT PRINTING OFFICE
1926

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LETTER OF THE PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

The accompanying report prepared by the superintendent of schools, at the direction of the Board of Education, outlines the salient features of a highly successful school year. This gratifying situation is the logical outcome of recent legislation providing new buildings and equipment and for reasonably adequate salaries. The result is shown in an improved personnel, more efficient administration, and higher educational usefulness to the community. A careful study of the details of this report will repay the reader.

At no time have the people of Washington manifested a greater interest in the schools than at present. This has found expression in the fullest cooperation with the Board of Education of the many organized civic and parent-teacher groups by constructive suggestions touching the many phases of school administration. The board has benefited in its endeavors to be responsive to this intelligent public opinion. One of the foremost helpful agencies has been the cooperation of the local press.

During the year the membership of the board sustained a loss in the resignation of Mr. James T. Lloyd, formerly its president. The vacancy was filled by the appointment of Mr. Charles F. Carusi, who later was named as his own successor. Mr. Henry Gilligan received an appointment to succeed Mr. Ernest Greenwood, for three years the board's vice president; Mrs. Mary A. McNeill became the successor of Mrs. Coralie F. Cook, who had declined a reappointment.

Mrs. Cook is deserving of special reference. When she voluntarily relinquished her direct relationship with the schools, she concluded 12 years of continuous duty on the board. The annals of the public schools show that but one person in a like capacity exceeded this period. But Mrs. Cook's contribution to public education consists not so much in the length of time as in the quality of the service rendered. To the councils of the board faithfully attended, she brought high ideals, constructive suggestions, keen vision, sound judgment, and deep sympathy. Her withdrawal is a loss to the school system.

It is proper to note that June 30, 1926, marked the close of six years of continuous service of our superintendent of schools, Dr. Frank W. Ballou, during which period in administering the public schools with increasing efficiency he has greatly endeared himself to the community. The recent Board of Education left for its successor the agreeable privilege of unanimously electing Doctor Ballou to remain at the head of the school system for the statutory period of three years.

On behalf of my associates on the Board of Education, I desire to express appreciation to the District Commissioners and their official staff for their staunch advocacy of school measures, to the Bureau of the Budget and the committees of Congress. This commendation is likewise extended to the faithful teachers and officers of the school system.

E. C. GRAHAM, *President.*

SCHOOL CALENDAR

1926 Schools open (beginning of the first half year): Monday, September 20.
Thanksgiving holiday: Thursday and Friday, November 25 and 26.
Christmas holiday: Friday, December 24, 1926, to Saturday, January 1, 1927, both inclusive.

1927 End of first half year: Monday, January 31.
Beginning of second half year: Tuesday, February 1.
Washington's Birthday: Tuesday, February 22.
Easter holiday: Friday, April 15, to Friday, April 22, both inclusive.
Memorial Day: Monday, May 30.
Schools close (end of second half year): Wednesday, June 22.
Schools open: September 19.

DIRECTORY OF BOARD OF EDUCATION

1925-26

OFFICERS OF THE BOARD

Mr. E. C. GRAHAM, *President*
Mr. ERNEST GREENWOOD, *Vice President*
HARRY O. HINE, *Secretary*
FRANK W. BALLOU, *Superintendent of Schools*

Mr. Charles F. Carusi ¹	818 Thirteenth Street NW.
Mr. Ernest Greenwood	327 Mills Building
Mrs. Coralie F. Cook	341 Bryant Street NW.
Mr. E. C. Graham	1330 New York Avenue NW.
Mrs. William H. Herron	Florence Courts
Rev. F. I. A. Bennett	651 Eleventh Street NE.
Dr. H. Barrett Learned	2123 Bancroft Place NW.
Mrs. Howard L. Hodgkins	1821 Kalorama Road NW.
Dr. J. Hayden Johnson	1842 Vermont Avenue NW.

1926-27

TERM EXPIRES JUNE 30, 1927

Mr. E. C. Graham. Mrs. William H. Herron.
Rev. F. I. A. Bennett.

TERM EXPIRES JUNE 30, 1928

Dr. H. Barrett Learned. Mrs. Howard L. Hodgkins.
Dr. J. Hayden Johnson.

¹ Vice James T. Lloyd, resigned Oct. 21, 1925.

TERM EXPIRES JUNE 30, 1929

Mr. Charles F. Carusi.

Mrs. William C. McNeill.

Mr. Henry Gilligan.

OFFICERS OF THE BOARD

Mr. E. C. GRAHAM, *President*Mr. CHARLES F. CARUSI, *Vice President*HARRY O. HINE, *Secretary*FRANK W. BALLOU, *Superintendent of Schools*

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin administration building, Thirteenth and K Streets NW.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1925-26, ending June 30, 1926.

The superintendent's annual report has been prepared for the purpose of placing its contents before the Board of Education, the citizens of the District of Columbia, District officials, and national officers, who are concerned with public education in the Nation's Capital.

Naturally the superintendent's report can not deal with every phase of the public-school system. This report deals with some of the more important achievements during the past school year which make for educational progress. The report particularly covers in some detail the present conditions and the immediate future of the five-year school building program.

Section I, entitled "The log book of the school year 1925-26," covers a description of some of the more important projects which have occupied the attention of the school officials and the Board of Education during the school year 1925-26.

Section II, on "Appointments, promotions, and retirements of school officials," is a record of completion of public service on the part of some, and the appointment of others, who during the past school year have taken up the professional responsibilities laid down by their predecessors.

Section III is entitled "Putting the five-year school building program act into effect." This section, as heretofore, treats of that subject which in the judgment of the superintendent is of most outstanding importance. No phase of our school system is of more immediate importance than the school-building program.

Section IV, on "The new teachers' retirement law," gives an account of the passage of a law amending "The teachers' retirement act." The passage of this law marks another step in the progress which is taking place looking toward the improvement of the teaching profession in the District of Columbia.

Section V, on "The work of the boards of examiners," is a detailed statistical account of the number of persons who took the various examinations to qualify for teaching positions and for elementary school principals during the past year and the number of persons who passed such examinations. The value and importance of the work of the boards of examiners in the progressive development of the school system can not be overestimated.

Section VI, on "Educational research in the District of Columbia," contains valuable information for those interested in the scientific examination of school children and the efforts that are being made better to adapt the school system to the varying needs, capacities, and interests of public-school children.

Section VII contains the reports of the assistant superintendents of schools. These reports deal with some of the educational problems which confront these officers.

June 30, 1926, marks the close of my second term as superintendent of schools. The superintendent shares with those interested in public education

in Washington the real satisfaction which he feels as a result of the achievements of the school system since July 1, 1920, when he was first elected to the position of superintendent of schools.

The educational progress achieved during the past six years has been the result of many factors, some of which are, an aroused and intelligent public opinion and public support which has increasingly made itself felt during that period; a public press which has given generously of its editorial pages and news columns in the support of every worthy educational project; and a cordial cooperation between the Board of Education, the school officials and the members of the teaching profession on the one hand and the District officials, the Bureau of the Budget, the Congress of the United States and the President of the United States on the other.

Although this report is for the school year ending June 30, 1926, I may be permitted to refer to my acceptance of the superintendency for another term of three years beginning July 1, 1926, which was so generously and unanimously accorded to me by the Board of Education on that date. On the occasion of my reelection and in my acceptance of the position for another term I said, "I take this opportunity to thank the Board of Education for the honor which it confers upon me by this action. I have felt for a long time that the board has been—

"To my faults a little blind,
To my virtues very kind."

I appreciate your confidence and support and I promise to do as well as I can in assisting you in the operation of an efficient school system.

Especially do I desire to say to the patrons of the public schools that I appreciate the helpful cooperation which has always been given me. My six years of service in the interests of the education of your children have been the greatest years of my life and I appreciate the privilege which I have enjoyed in serving you. I am happy to continue to do so.

I want to give myself the pleasure of putting into permanent record an expression of my warm personal regards and my unqualified confidence in the integrity, loyalty, and consecrated devotion to the highest public service of the administrative and supervisory officers, the teachers, and all others associated with me in the administration of public education in Washington. They are a body of people on whom rest large responsibilities covering every detail of the organization, administration, and progressive development of a system of public education for 70,000 school children. It is a pleasure to report that they are uniformly worthy of the large public confidence thus reposed in them.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

SECTION I. THE LOG BOOK OF THE SCHOOL YEAR 1925-26

This section of the superintendent's annual report contains a somewhat detailed account of some of the more important subjects which have occupied the attention of the school officials and the Board of Education during the school year 1925-26.

1. ADMINISTRATION OF COMPULSORY SCHOOL ATTENDANCE LAW

On July 1, 1925, the department of school attendance and work permits was organized, in accordance with the provisions of the teachers' salary act and the compulsory school attendance law. The staff of employees includes the director, 11 attendance officers, 6 census inspectors, and 6 file clerks. During the summer the attendance officers work with the census inspectors in taking the school census.

Certain matters relating to the enforcement of this law were called to the attention of the board by the school officers during the school year. These will be discussed in order.

VALID EXCUSES FOR ABSENCE

The law requires the Board of Education to define valid excuses for the absence of pupils from school, so in February, 1925, the board had stated certain valid excuses for absence. That list was amended on November 4, 1925, so as to provide the following valid excuses for absence of pupils from school:

1. Illness of the pupil, in which case a physician's certificate may be required.
2. Death in the immediate family of the pupil.
3. Exclusion by direction of health office on account of quarantine, contagious disease, or other causes.
4. Subpoena by court of competent jurisdiction.
5. Detention of the pupil by civil authorities.
6. Observance of church holy days by communicants thereof.
7. Unusual emergency.

EXCUSING NONEDUCABLE FROM ATTENDANCE

The compulsory school attendance law authorizes the Board of Education to excuse from school attendance pupils who are noneducable. At the meeting of October 21 the superintendent requested instructions on a policy to govern this procedure. The board asked the superintendent to submit a plan. A report was prepared and approved by the board on November 4, and is quoted below:

"At the meeting of the Board of Education held on October 21 the superintendent was requested to recommend at the next meeting of the board a procedure that might be followed in releasing pupils from school who are within the compulsory school attendance age, but who are not able to profit by school instruction.

"The superintendent has the honor to recommend the following procedure in connection with all such cases:

"(1) That all applications in such cases be referred to the director of school attendance and work permits for investigation and report.

"(2) That a written report on the investigation be submitted to the Board of Education through the superintendent covering the following points:

- "(a) Results of official mental examination of pupil.
- "(b) Record of school attendance and progress of pupil.
- "(c) Social history of pupil.
- "(d) Present status.
- "(e) Recommendation of investigators.

"(3) That the superintendent be authorized to excuse the pupil from school attendance by executive order, if in his judgment the facts in the case warrant such action, subject to the approval of the Board of Education at its next meeting.

"(4) That all records and papers in such cases be filed in the office of the director of school attendance and work permits."

EQUIVALENTS OF PUBLIC EDUCATION

The school attendance law also provides that the board shall determine whether or not the instruction of pupils in schools outside the public school system is equivalent to that given in the public schools.

At the meeting of the board on October 21, 1925, the superintendent asked the board to define a policy as to the quantity and quality of instruction given in private and parochial schools, or privately, that "is deemed equivalent by the Board of Education to the instruction given in the public schools," as given in Article I, section 1, of the compulsory school attendance law. Reference to a special committee of three, to formulate a program of procedure, was recommended by the superintendent. The committee was appointed, including Mr. Carusi as chairman, Doctor Learned, and Reverend Bennett. The report of that committee, which was approved by the board on November 18, is quoted below:

"ESTABLISHMENT OF EQUIVALENCES, UNDER SECTION 1 OF THE ACT OF CONGRESS APPROVED FEBRUARY 4, 1925

"The Board of Education in compliance with the provisions of section 1 of the act of Congress approved February 4, 1925, and entitled 'An act to provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, and for the purposes of the above-entitled act only, formulates the following minimum equivalences by which the superintendent of schools and those acting under his authority may be guided in the initiation of prosecutions under the provisions of said act:

"I. PAROCHIAL AND PRIVATE SCHOOLS—AMOUNT OF INSTRUCTION

"In compliance with the provisions of this act the amount of instruction received by a pupil in a private or parochial school during any day, and in the five days of the week, and during the whole school year, shall be at least equal to the amount of instruction offered in the public day schools for the corresponding age or grade of the pupil.

"II. PAROCHIAL AND PRIVATE SCHOOLS—CHARACTER OF INSTRUCTION

"In compliance with the provisions of this act the character of the instruction offered in private schools or parochial schools, including the subjects taught and time allotments thereof, must be substantially the same as that offered in the public day schools for the corresponding grade or age of pupil.

"Subjects or school activities pursued in a private school or parochial school which are not offered in the public day schools shall be properly credited as equivalents of other subjects taught in the public day schools.

"III. PAROCHIAL AND PRIVATE SCHOOLS—QUALITY OF INSTRUCTION

"In compliance with the provisions of this act the quality of the instruction offered in private schools or parochial schools shall be determined by the educational qualifications of the teachers, which shall be not less than those required of teachers in the public schools.

"In considering the quality of instruction given in a private school or parochial school, due consideration shall be given the size of classes and the general conditions under which such instruction is carried on.

"IV. PRIVATE INSTRUCTION

"A child shall be deemed legally in attendance at school within the meaning of this act if he or she is receiving private instruction which coincides in duration with the annual period during which the public schools are open for pupils of like age, and provided that the number of hours of instruction or supervised study per week, under a private teacher or teachers deemed competent by the superintendent of schools shall be not less than the minimum for children of like age in the public schools: *Provided further, however,* That in case of private tutorship of a single child or small group of children, the advantage in individual instruction may be taken into consideration by the superintendent of schools as justifying a decrease in the whole number of hours of instruction: *And provided further,* That in the case of any boy or girl in lawful employment, the superintendent of schools may also take into consideration in estimating the above minimum equivalences for the purpose of this act, the character and surroundings of the occupation in question so far as these may bear upon the educational value if any thereof."

The superintendent issued this information as a circular to the principals of public schools, and also to the principals of private and parochial schools and to private instructors.

2. REVISION OF THE RULES AND REGULATIONS

At the meeting of the Board of Education on September 2, 1925, the superintendent informed the board that part of his time during the vacation had been spent on a proposed revision of the rules and regulations. Many new rules are needed. For example, the present rules and regulations contain nothing on junior high schools and comparatively little on the senior high schools.

Moreover, the form of the rules calls for revision: Additions to the rules have usually been made in the form of "provisos," and many of these should be incorporated into new rules.

The superintendent informed the board that, in his judgment, the most satisfactory procedure in a revision of the rules is to put the substance of the present rules into proper form, and provide new rules to cover the topics not now adequately covered.

From time to time during the school year, the committee on rules of the board presented to the board for its approval complete revision of various chapters of new rules.

On June 24, 1926, the following order was issued on the recommendation of the superintendent:

"Ordered, That the revised by-laws and rules of the Board of Education be printed, and that the old by-laws and rules which have not as yet been revised be continued in full force and effect until revised or rescinded."

It is the expectation that those portions of the rules which have not yet been edited and revised for publication will be prepared for the consideration of the board early in the next school year.

3. ESTABLISHMENT OF THE ABBOT VOCATIONAL SCHOOL

At the meeting of the Board of Education on September 16, 1925, the board approved the superintendent's recommendation that the Abbot School, at New York Avenue and Sixth Street NW, be designated as the Abbot Vocational School. Mr. W. F. Smith was appointed principal of the school.

Shortly after the organization of the school the principal issued a bulletin called "An Opportunity for Boys," indicating the purposes of the school and the

courses offered, in both day and night classes. The following is quoted from that bulletin:

"For many years the need for vocational schools has been apparent. With the gradual breaking down of the old apprenticeship system, due to rapid industrial organization, the responsibility for the training of apprentices has been shifted from the industry itself to public or private schools. Employers generally, except in the large industrial establishments, where apprentice training classes are maintained, are reluctant to employ young men without previous trade preparation because of the expense involved and the uncertainty that the boy will not seek other employment after being partially trained."

"The Abbot Vocational School has been established to meet the present-day needs of young men who expect to enter the skilled occupations."

"In organizing two-year preparatory courses in various trade subjects, three aims have been kept in mind.

"The first aim of the school is to help a boy find himself. With that purpose in mind the first semester is divided into three periods and the boy is given an opportunity to try out different courses during the first half year.

"A second aim of the school is to train young men in a specific trade. This means not only shop experience, but training in the subjects relating to the trade as well, such as drawing, blue-print reading, mathematics, English, history, geography, civics, trade science, safety, and hygiene.

"A third aim of the school is to fit the boy to go to work at his chosen trade on a profitable basis, so that when leaving school he may receive a wage for his services that will make him self-supporting."

On October 13 the superintendent issued a circular to teachers of the seventh, eighth, and ninth grades, announcing the establishment of the school and the courses pursued therein, from which the following is a quotation:

"The school will offer two-year, preparatory courses in the following trades: Painting and decorating, plumbing, printing, sheet-metal work.

"The courses include drawing, blue-print reading, English, industrial history and geography, trade science, and mathematics. The employers and trade-unions are cooperating in the work of this school so that boys who satisfactorily complete the courses are almost sure of employment as advanced apprentices.

"Principals and teachers will understand that it will be impossible to make a craftsman out of every applicant. There are many whose capacity for learning would preclude their enrollment in this school. For the present the admission requirements are 14 years of age and graduation from the seventh grade; but there may be applicants who do not have the entrance requirements whose cases deserve special consideration."

4. FRATERNITIES AND SORORITIES IN HIGH SCHOOLS

During the spring of 1925 certain high-school pupils filed a suit in court to test the legality of the board's rule regarding membership of pupils in unapproved organizations in high and junior high schools.¹ On September 16, 1925, the board of education reaffirmed its stand on the supervision of membership of pupils in student organizations, and the following rules were approved:

"1. That after September 16, 1925, membership on the part of any junior high or high school pupil in any association, organization, club, fraternity, or sorority which has not been approved by the Board of Education upon recommendation of the superintendent of schools is forbidden.

"2. That public-school members of an association, organization, club, fraternity, or sorority which now enrolls in its membership pupils of a junior high or high school shall submit to the superintendent of schools such information as he may require regarding its constitution, by-laws, membership, eligibility requirements for membership, time and place of meetings, programs of meetings, and any other information deemed necessary by the superintendent of schools or by the Board of Education.

"3. That all associations, organizations, clubs, fraternities, or sororities which may hereafter be approved shall be placed under the official supervision of the faculties of the several junior high schools.

¹ Annual Report of the Board of Education of the District of Columbia, 1924-25, p. 40.

"4. Any pupil who, after September 1, 1925, joins, or by October 1, 1925, has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved shall thereby disqualify himself or herself—

"(a) From holding a commission or warrant in the high school cadets brigade.

"(b) From holding any position, either elective or appointive, on any school publication.

"(c) From representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances.

"(d) From being certified as eligible to stand for election to any class office.

"(e) From holding any position in a high-school bank.

"(f) From holding any office in any organization, club, or activity which comes under the direction of the school.

"(g) From receiving any form of honors other than those awarded for scholarship attainments.

"(h) From holding any position as representative of his school.

"5. That after September 1, 1925, at the beginning of each semester or more frequently, if required, each pupil in a junior high or high school shall be required to furnish the principal of the school with a signed statement, countersigned by one of his or her parents or his or her guardian, indicating the associations, organizations, clubs, fraternity, or sorority of which he or she is a member; and further shall sign a pledge that he or she will not become a member of such an unapproved organization without previously notifying the principal of the school in which he or she is a student, or if a member of such unapproved association, organization, club, fraternity, or sorority that he or she will on or before October 1, 1925, discontinue such membership."

At its meeting on October 7, 1925, the Board of Education adopted the following additional rule.

"6. Any pupil who for any reason does not comply with the provisions of paragraph 5, shall be considered as thereby disqualifying himself or herself for those school activities specified in paragraph 4."

When the board passed these rules concerning organizations, it also approved the form of pledge card to be used by pupils in stating their membership in clubs, as follows:

10M—2-13-23

R. 7374-23

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Name _____
 (Last name) _____ (First name) _____ (Middle name) _____

I am a pupil in the _____ School,
 and belong to the following organizations, associations, clubs, fraternities, or sororities:

NAME OF ORGANIZATION

DATE OF JOINING

Dated _____

Certified to as correct: _____
 (Signature)

Parent.

DECLARATION BY THE PUPIL

I solemnly declare upon my honor that I am not a member of any organization, association, club, fraternity or sorority except as stated on the reverse side of this card and that I will not become a member of such organization without previously notifying the principal of the school in which I am a student.

(Signature)

Witnessed by—

Teacher.

Certain fraternities and sororities sought approval under the rules of the board. On October 7, 1926, the superintendent submitted to the board the following report, recommending a procedure for the approval of fraternities and sororities. This report was adopted by the board:

"At a meeting of the Board of Education held May 6, 1925, a communication was received from the alumni representatives of the Lambda Sigma fraternity of the Central High School, expressing the desire to confer with the Board of Education as to the possibility of securing the board's approval of Lambda Sigma fraternity. Owing to the fact that the board had been sued by a group of fraternities, the board did not feel that it should enter into negotiations. The board, however, was impressed with the considerate tone of the letter and requested the superintendent to hold a conference with the representatives of this fraternity.

"Accordingly, on May 28, 1925, the superintendent and first assistant superintendents held a conference with the following representatives of Lambda Sigma fraternity: Mr. Edward Rheem, Mr. Sidney Kent, Mr. Robert Acorn, Mr. Allen Minnix, Mr. Shock Boteler, and Mr. S. J. McCathren. An amicable conference of several hours took place, during which conference every aspect of the fraternity matter was discussed.

"Another conference was held in the superintendent's office on October 1, 1925, at which time the same representatives were present except Mr. Rheem and Mr. McCathren, who were unable to attend. In addition to Messrs. Kramer and Wilkinson and the superintendent, the conference was attended by Mr. Graham, Doctor Learned, and Reverend Bennett, of the Board of Education, the members of the board having been given notice of this conference and invited to be present.

"At this conference the procedure heretofore followed by the superintendent in securing information as a basis for approval of organizations was reviewed. The conference lasted from 8 until 10.30. It was the purpose of this discussion to come to an understanding on the part of both parties as to how far the fraternity could or would go in complying with the rules of the Board of Education relating to approved organizations.

"The following report covers the results of those agreements. On page 29 of the report of the Board of Education for 1921-22 will be found the form of report heretofore followed by organizations applying for approval. Each one of those 19 points concerning which the superintendent sought information is listed below accompanied by a statement indicating the extent to which the Lambda Sigma fraternity can comply with the procedure which has been heretofore followed.

"1. Name of organization."

"The Lambda Sigma fraternity can not give up its Greek letter name and still remain a fraternity. If Lambda Sigma fraternity should be approved by the Board of Education, its members would, of course, be permitted to wear their fraternity pins. It was the opinion of the conference that some insignia should be attached to the fraternity pin in order to identify the wearer as belonging to an approved fraternity.

"2. Purpose of organization."

"It was the consensus of opinion that the purpose of Lambda Sigma fraternity, as stated in its constitution, would meet with approval.

"'3. Secret or nonsecret meetings.'

"The meetings of Lambda Sigma fraternity would be open to any authorized faculty member appointed to supervise the activities of this fraternity. Such a faculty supervisor need not be a member of the fraternity in order to be present at all of its meetings. There is nothing in the constitution and by-laws or in the ritual of Lambda Sigma fraternity that would be withheld from the school officials or faculty supervisor, except possibly those aspects of the ritual which are written in code.

"'4. Local or national in scope.'

"The Lambda Sigma fraternity is a chapter of a national fraternity. The local chapter, however, is entirely independent of the national organization in the conduct of its business and its representatives, therefore, are able to act for the local chapter.

"'5. Number of members in local branch.'

"The fraternity will furnish the information on this point.

"'6. Names of high-school members in local branch.'

"The names of high school members applying to Lambda Sigma fraternity will be submitted in the application for approval. It was even further suggested by the representatives of Lambda Sigma that the fraternity would be glad to submit names of prospective members of the fraternity to the principal of the Central High School and secure his approval of their election to Lambda Sigma before notifying or electing such pupils to membership. It was thought that this provision would make for closer cooperation and understanding between the fraternity and the principal of the school.

"'7. Membership limited or unlimited.'

"In general the fraternity must limit its membership to that number of boys that can be satisfactorily entertained in the homes of parents of members of the fraternity. It was further suggested that the fraternity would be glad to limit its membership to pupils of the junior and senior classes in the high school, thereby insuring a membership from among the older boys in the school and making it possible to possess more complete information regarding prospective members.

"'8. Membership obtained by application or invitation.'

"Membership in the fraternity is secured as a result of an invitation extended by the fraternity. It was agreed, however, that application for membership might be made by any pupil.

"'9. Election to membership by secret ballot, open ballot, or other method.'

"'10. Vote necessary to elect.'

"Concerning election to membership due discussion took place looking toward a method of election to membership which should minimize the disappointment which might come through failure to election to membership in the case of any boy. It was finally agreed that election of a member by the fraternity should be by open ballot with at least two-thirds of the membership voting affirmatively as the necessary number for election.

"'11. Qualifications for membership.'

"As has already been stated the Lambda Sigma fraternity agrees to elect only worthy boys from the third or fourth year class and only those boys whose election is approved by the principal of the school.

"'12. Are members required to take a pledge?

"'13. Is pledge secret or nonsecret?

"'14. If secret, does it bind members to support one another against non-members?'

"While a pledge is required and while it is a part of the ritual which is secret the representatives of Lambda Sigma fraternity assert that the pledge does not bind members to support one another against nonmembers. It does pledge one fraternity member to help another fraternity member, but there is nothing in the pledge which requires one fraternity member to defend another fraternity member who is guilty of wrong doing.

"'15. Does local organization maintain clubrooms? Where?

"'16. Location of meeting place.'

"The meetings of the Lambda Sigma fraternity are in the homes of parents of members of the fraternity.

"'17. Time of meeting.'

"This fraternity meets on Friday or Saturday nights, usually the latter, every other week.

"18. Is organization willing to consent to supervision by a teacher designated by the superintendent of schools?"

"The Lambda Sigma fraternity is willing to be supervised by a member of the faculty. As a method of selecting such a faculty representative, it was suggested that the fraternity submit a list of about six names of the members of the faculty, any one of which would be satisfactory to the fraternity, from which list of names the superintendent might choose.

"19. A certified copy of the constitution and by-laws."

"A constitution and by-laws of Lambda Sigma fraternity was presented to the superintendent in 1921 and will be presented again for consideration of the superintendent.

"In the course of the conference it was pointed out that Lambda Sigma fraternity was established in the Central High School in 1897, before there was any regulation against fraternities. It was the first fraternity established in the Washington high schools. It exists only at the Central High School. The chapter at Central High School has uniformly opposed the establishment of chapters in other Washington high schools because the fraternity desired to be identified exclusively with the Central High School. Much evidence was offered to show the activities in which Lambda Sigma members have participated as a means of showing the support which Lambda Sigma fraternity has given to the Central High School.

"Up to this time the superintendent has not approved any fraternity or sorority. If it is the opinion of the Board of Education that fraternities and sororities may be approved under the rules governing approved organizations, the Superintendent is of the opinion that the Board of Education should give favorable consideration and approval to the request of Lambda Sigma fraternity for approval, when and if Lambda Sigma fraternity presents a written report applying for approval in accordance with the agreements reached in this report.

"The superintendent further advises the board that some other fraternities and sororities have made inquiry as to approval, and whatever action the board takes with respect to this report on Lambda Sigma fraternity should be taken as a precedent in dealing with other fraternities and sororities."

On the basis of the board's approval of this plan, the following fraternities and sororities have become approved organizations:

Fraternities: Delta Sigma Nu, Alpha Epsilon Chapter, McKinley; Delta Sigma Nu, Alpha Sigma Chapter, Central; Lambda Sigma, Central; Phi Alpha Epsilon, Eastern.

Sororities: Lambda Sigma Kappa, Central; Sigma Lambda, Central; Tau Phi, Zeta Chapter, McKinley; Theta Alpha Chi, Central; Theta Sigma, Central; Zeta Delta, Western.

5. GIFTS TO THE PUBLIC SCHOOLS

During the school year just closed the Board of Education received on behalf of the schools a number of valuable gifts from friends of the public-school system.

Mrs. Harry Lee Rust, of 2400 Sixteenth Street, was the donor of eight sets, containing 50 volumes each, of the *Chronicles of America*, published by the Yale University Press. One set was placed in each high school library.

Two large pictures of scenes in Belgium, presented by Miss Flora L. Hendley, and a portrait of former Superintendent A. T. Stuart, given by the secretary of the Board of Education, Mr. Harry O. Hine, were received by the board, and were placed on the walls of the board meeting room.

In connection with the establishment of the Abbot Vocational School, the Sheet Metal Contractors' Association of Washington loaned to the school the entire equipment of the Sheet Metal Workers' Trade School. The loan was for two years, with a privilege of extension of time, and amounts almost to a gift.

A gift to the schools of a set of the *Chronicles of America* moving pictures is described in the following extract from the Board of Education minutes of January 6, 1926:

"The board was informed by the superintendent of the receipt of 47 reels of the *Chronicles of American History Series*, which had been leased to the Board of Education for a period of 99 years by the Yale University Press. The name of the donor of this valuable addition to our educational equipment was for the first time made known. The benefactress is Miss Isabel H. Lenman, of 1100 Twelfth Street, Washington, D. C. The reels are being temporarily housed in the vaults of the Department of Agriculture, under the custody of Mr. Fred W. Perkins, in charge of motion pictures. The superintendent commented further as follows:

"In view of the suggestion of Mr. Brook (of the Yale University Press), and in view of the generosity of Miss Lenman in donating to the Board of Education this valuable contribution to the educational equipment of our public schools, the superintendent has the honor to recommend that the Board of Education extend to Miss Lenman a vote of its appreciation and gratitude for her benefaction in making available for the schools the *Yale Chronicles* which represent the product of extended historical research by competent experts in the faithful portrayal of events in American history. The teaching of history through visual instruction in our public schools will enjoy a distinct impetus through the benefaction of Miss Lenman and the cooperation of the Yale University Press Film Service."

"This recommendation was approved."

A gift of books, about 100 volumes, was accepted by the board for the Central High School library. The donor was Maj. Thomas M. Spaulding, United States Army, who presented the books as a memorial to his son, Stephen Spaulding.

A donation of material and tools was made to the Abbot Vocational School by the Master Plumbers' Association.

The Corcoran Gallery of Art loaned to the public schools 23 portraits of former Presidents of the United States, from John Adams to McKinley. These are large framed oil paintings of artistic merit, and will be appropriately placed in the school buildings named for each of the 23 Presidents included. The Corcoran Gallery of Art is not at liberty to give away any property of the gallery, so that these pictures are loaned, with the probability that the loan will not be recalled.

6. IMPROVING SCHOOL SUPERVISION IN WASHINGTON

At the opening meeting of the Board of Education on September 2, 1925, the superintendent announced a plan for holding a series of meetings of supervisory officers for the purpose of considering the improvement of classroom supervision.

During the school year all teaching principals, administrative principals, principals, and assistant principals of junior high schools, senior high schools and normal schools, directors of special subjects, heads of departments in high schools, and the assistant superintendents met with the superintendent and considered the problems of supervision as follows:

1. Purpose of supervision, December 11.
2. By whom should supervision be carried on, January 11.
3. The spirit of the supervisor, February 8-March 8.
4. The qualifications of the supervisor, April 12.
5. The results to be achieved in supervision, May 11.

In preparation for each meeting, a series of articles dealing with the subject of supervision were given to 12 or 15 of the officers, every one of whom was requested to report the substance of the article. In this manner the substance

of most of the literature now available on supervision was presented for consideration. Each speaker was allowed five or six minutes.

After each meeting the papers which were presented were referred to a committee, which organized the views into a homogeneous, well-articulated statement relating to the subject of the meeting. As a result of this series of meetings, comprehensive statements on the above-mentioned topics are available for further consideration by the same body of officers during the next school year.

From this series of meetings all supervisory officers have come to a more common understanding of the purpose, methods, spirit, and results expected of classroom supervision.

7. PHYSICAL AND MILITARY TRAINING COURSE FOR NINTH GRADE PUPILS IN JUNIOR HIGH SCHOOLS

At the meeting of the Board of Education on October 7, 1925, the superintendent submitted a report of a committee appointed by him to outline a course of study in physical and military instruction for ninth-year pupils. This committee consisted of First Assistant Superintendents Kramer and Wilkinson, Lieut. Col. W. M. Craigie, Warrant Officer Edward York, Dr. G. H. White, Dr. E. B. Henderson, Mr. A. W. Miller, Mr. W. L. Smith, Mr. H. P. Safford, Miss Alice Deal, and Miss Mineola Kirkland. The report was approved by the board's committee on athletics and playgrounds as well as by the board. It is quoted below:

"COURSE OF STUDY FOR NINTH GRADE JUNIOR HIGH SCHOOL IN PHYSICAL AND MILITARY EDUCATION

"It is recommended by this committee that this course of study, as outlined, be designated as the course in physical and military education.

"This course shall be prescribed for all boys enrolled in the ninth grade.

"It is recommended that three periods per week be devoted to this work as follows:

"One period devoted to prescribed setting-up exercises, other formal exercises and games.

"One period devoted to foot, squad, and platoon movements without rifles. This period to be the closing period of school. Each platoon shall be in charge of a platoon leader, assistant platoon leader, and squad leaders. These leaders shall be selected by the Army officer in charge of military instruction, the principal of the school and the physical education instructor.

"One period devoted primarily to hygiene and corrective exercises. An annual competition consisting of setting-up exercises, squad and platoon movements and games, shall be held in the spring, independent of the senior high school competitive drill.

"For the full two semesters' work these boys shall be given a year's credit of cadet service to carry with them to senior high school."

This plan was carried out in the junior high schools during the school year 1925-26.

The culmination of the year's training was the annual competition between the selected platoons from each of the junior high schools. This competition was made a part of the general athletic field day for boys and was held on Saturday, May 22, in the stadium of the Eastern High School.

The morning was given over to the regular track and field events and the afternoon was consumed by the platoon competition.

The boys displayed a splendid spirit and executed the program in a most creditable manner.

The platoon representing the Langley Junior High School was awarded first place. There was awarded to the winning platoon a flag which will be passed

from school to school in the future following the custom established in the competitive drill of the High School Cadets.

It is the feeling of the school officials that this new plan has amply justified itself.

S. THE GASQUE BILL FOR ELECTION OF THE SCHOOL BOARD

At the first session of the sixty-ninth Congress in December, 1925, Hon. A. H. Gasque, from South Carolina, introduced into the House of Representatives a bill providing for the election of the members of the Board of Education in the District of Columbia. Subsequently, Senator Arthur Capper, of Kansas, introduced the same bill into the Senate. The following statement was prepared by the Board of Education on February 8, 1926, incorporating the views of the Board of Education with regard to the desirability of electing members of the Board of Education:

FEBRUARY 8, 1926.

Hon. FRANK R. REID,

Chairman, Subcommittee on Elective Franchise on Education,

Washington, D. C.

DEAR SIR: In view of the bill (H. R. 58) now under consideration by your committee making provision for the election of the Board of Education of the District of Columbia, the members of the present Board of Education feel it to be their duty to give public expression to their views relating to the advantages and disadvantages of the proposed change in the methods of selecting members of the board. It is of course the duty of the members of the board to keep as fully advised as possible concerning the operation of the public-school system of the District of Columbia, and to weigh carefully every proposal directed toward its improvement. Accordingly it is believed that their fellow-citizens would be glad to have an expression of the board's views. Inasmuch as the surrender of their tenure in office would involve them in no financial or other sacrifice, they feel that they need have no delicacy in expressing themselves frankly upon the subject.

The present powers of the Board of Education are limited. Except in the matter of selection of personnel, general supervision over the activities of the administrative officers, and the determination in respect to these subjects of a wise policy, the most important functions looking to the upbuilding and operation of the public-school system are carried on by others: That is to say, by the Commissioners of the District of Columbia, by the Director of the Budget and by the committees of Congress. In the financial management of the school system the Board of Education plays only a subordinate part. With reference to this phase of its guidance—limited as it is by reason of the intricacies just referred to—it seems fair to call your attention to the practice adopted during the past few years of holding annually two public meetings both devoted exclusively to budget matters. The first meeting has been held every spring for the purpose of receiving the suggestions of citizens with respect to the public school needs for the year ahead, and the second meeting has been held in the autumn with a view to informing the public of exactly what budget allowances have been secured. The public, it should be added, has shown a marked and alert interest in this aspect of comparatively recent policy. In this manner the board has sought the advice of the citizens and, with due exercise of its judgment, has generally followed that advice.

The bill introduced by Mr. Gasque, of South Carolina, is 31 pages in length. It provides for the election of nine members of the board to serve without compensation. The election machinery is elaborate. The Board of Education is required to divide the District of Columbia "into not less than 50 nor more than 100 precincts"; it shall designate annually certain public schools as polling places for the various precincts; it shall group the precincts into "three electoral divisions of approximately equal public-school enrollment, in each of which electoral divisions the voters shall elect three out of the nine members of the board." The single paid official for carrying out these intricate and burdensome provisions under the direction of the board is to be the secretary of the board. But the board is permitted to appoint sundry clerks and election officials so far as needed. Generally speaking, the board is to have the oversight and management of this elaborate machinery which is designed to create the board.

After such statements—and they reveal only the barest outline of the electoral machinery—one may well wonder exactly what the functions of any such board could be with respect to the important subject of education and its proper administration for a city involving the educational welfare and progress of upwards of 70,000 school children and a small army of hard-working teachers. Service on a board so burdened by a single annual duty would hardly make any appeal to either a man or a woman truly interested in education.

An elective board of education is not uncommon in a considerable number of American cities. In most instances, however, this arrangement is in harmony with the mode of election of all other important city officials. It is certainly doubtful whether in any of these communities the school system would be singled out as the one field in which precinct or ward politics should be given free play. Everybody knows that the invasion of politics into the administration or direction of the public schools has in many a municipality heretofore been a constant and irritating source of mortification to residents. There is as present, we believe, in the city of Washington no such danger.

The feeling that the parents of children and the taxpayers who support the public-school system should have some mode of expressing themselves in its management is a very just one. But in seeking to gratify this aspiration by having a general election of the Board of Education, it would seem to be letting go the substance to grasp at the shadow. There are, we submit, very few communities in the United States where the citizens through a variety of associations have as much influence and exercise as much indirect control in proportion to their numbers as they do in the District of Columbia. Let the members of such associations as exist to-day picture the extent to which their individual influence would be curtailed under the precinct plan of the Gasque bill when meetings would be attended not merely by a selected group but by every resident embraced within the area without reference to race or sex, and irrespective of the fact as to whether the individuals had any appreciable stake in the welfare of the precinct or section.

The nine members of the Board of Education have been chosen since 1906 by the justices of the Supreme Court of the District of Columbia. The justices are residents in the District for life. It may be supposed that they have a careful if not a unique knowledge of the character of residents in various parts of the city, both men and women who would be desirable appointees on the Board of Education. Furthermore, not only are the justices approachable, but they have always welcomed the recommendations of citizens, whether such recommendations come from individuals or groups. It is not conceivable that the justices would not request the resignation of any members of the board whose conduct afforded just grounds of complaint. All things considered, we believe that the present mode of choosing members of the Board of Education has worked well, and that as a rule careful attention has been paid to the the various sections of the city in the selections.

The large and representative dinner given on April 18, 1925, to the superintendent of schools, Doctor Ballou, was not without its significance to the Board of Education, largely responsible (as it has been) for bringing him here in July, 1920; it revealed ample evidence of the good-will felt toward the superintendent and the board for their efforts in promoting the educational welfare of the city of Washington over a period of about five years. While it is true that there are still many improvements to be made and no doubt grounds for criticizing the various factors involved in the solution of difficult problems, on the whole the appointive system, as at present existing, appears to be obtaining results.

In this connection we do not hesitate to call your attention to a section in the last Annual Report of the Board of Education (1924-25), entitled "Five Years of Educational Effort" (pp. 61-80). Here you will find a straightforward statement of such progress in educational matters as has been made since 1920, the date at which the present superintendent of schools first came to Washington. The story of the struggle for a fair building plan is there carefully told, a plan now in progress and already redounding to our better welfare. You will find also an account of the accomplishments with reference to the raising of salaries to figures more nearly in accord than ever before with the salaries of other well-regulated cities over the country. Very recently an excellent compulsory education law has been put upon the statute book. There are numerous other matters in the section referred to which can be known to every citizen interested in our educational progress during recent

years. It is at least doubtful whether an elective board could have accomplished anything more than has been accomplished by an appointive board.

No loyal citizen will fail to recognize our indebtedness to Congress for upbuilding our school system by means of adequate legislation. And at the same time the present board desires to give full and generous recognition to the helpfulness of the Washington newspapers and numerous group organizations in this matter. Without their active and intelligent aid—and now and again their shrewd and discerning criticisms—both board and superintendent would have failed to obtain such results as have been reached.

But there is a further and highly important consideration not yet touched upon. In the District of Columbia there is a large, independent, and aggressive colored population. As matters now stand, that element in our population is proportionately, adequately, and satisfactorily represented by the three colored members of the board. There is not now and there has not been any color line in the Board of Education. The board acts as a board. It thinks as a board. The only charge that has ever been heard is that in dealing with the colored schools the white members of the board have been too much inclined to hold themselves aloof. This impression is not well founded. No such sentiment or practice exists.

It is not believed that the provisions of the Gasque bill have eliminated the danger of racial antagonism which the election of the Board of Education, in accordance with the provisions of that bill, deliberately courts. No plan of districting the city of Washington or limiting the franchise in a way to prevent the colored citizens from having the fullest suffrage should be tolerated. To elect the Board of Education is therefore, in our judgment, deliberately to invite bitter contests in which the defeated minorities will become exceedingly restive. And this will follow whether the members are elected by districts or at large. There is no segregated district to which a definite representation could be allotted—the very idea is alien to anyone familiar with the history of the District of Columbia. If the members are to be elected at large, the numerically preponderating race will elect all the members unless there is division along national party lines, with a system of trading and other familiar political devices.

As was said at the beginning of this letter, it makes no real difference to the present members of the Board of Education whether or not they are legislated out of office. They are merely desirous, feeling that they have the confidence of a large proportion of the citizens of Washington, to offer a few helpful suggestions to their fellow citizens who may be interested in the good and the bad features of the Gasque bill. Whether or not that bill shall pass is, of course, not for the Board of Education to say. But such views as are herein presented have met the unanimous approval of the board.

By order of the Board of Education.

HARRY O. HINE, *Secretary.*

9. TRANSFER OF THE MEDICAL INSPECTION STAFF

For some years preceding the year 1925-26 the appointments of members of the medical inspection staff and the expending of the funds for that work had been a part of the responsibility of the Board of Education, while the health officer of the District of Columbia directed the work of the medical inspectors and their assistants. On the basis of a request made by the commissioners, the Comptroller General rendered a decision "as to whether the power of appointment of the chief medical and sanitary inspector, medical inspectors, nurses, and dentists employed in the hygiene and sanitation service of the public schools is vested by law in the Commissioners of the District of Columbia or in the Board of Education of said District."

The final paragraph of the comptroller's decision, dated September 18, 1925, reads as follows:

"There being no law authorizing specifically the Board of Education to appoint hygiene and sanitation personnel for such public schools, and there appearing no other evidence of legislative intent to take from the commissioners the appointing power which the appropriation acts from 1903 to 1916 specifically recognized as being vested in them, it must be held that the commissioners are still vested with the power to appoint such officers."

A committee of the Board of Education was appointed to confer with the commissioners about the administrative changes necessary to carry into effect the comptroller's decision. Mr. Ernest Greenwood (chairman), Mrs. Coralie F. Cook, and Dr. H. Barrett Learned were the committee appointed.

The appropriation for the medical inspection service for the school year 1925-26 was, as in preceding years, carried in the appropriations for the public schools. It was necessary, therefore, to arrive at some agreement with the District Commissioners as to the procedure to be followed in the expenditure of that fund. The committee also considered with the commissioners the future status of the medical and sanitary inspection in the schools, and urged that this service be transferred from the health office to the Board of Education. Both of these matters were taken up in the conference of the special committee and the school officials with the Commissioners of the District of Columbia.

Satisfactory procedure for the expenditure of the appropriation for medical service during the school year ending June 30, 1926, was worked out by the aforementioned special committee, and agreed to by the Board of Education.

As to the proposal that the medical-inspection service should be transferred to the Board of Education, the commissioners advised the board under date of October 30, 1925, that they saw "no good reason why the change should be made." In support of their position the commissioners made the following statement:

"The health officer of the District of Columbia is charged by law with the enforcement of regulations regarding the health of the residents of the District of Columbia, whether they are in public schools, private schools, other institutions of learning, or in any other place in the District. The commissioners can not agree that the functions now exercised under the direction of the health officer as to proper measures to be taken to conserve the health of the children of the District of Columbia attending the public schools is a matter connected with the functions exercised by the Board of Education, under the law placing the educational system of the public schools under its charge."

From the above statement, it appears clear that the commissioners look upon the medical and sanitary-inspection service carried on under the direction of the health officer as pertaining entirely to the health of the public-school children. The Board of Education has always maintained that the service rendered by the medical-inspection staff should be not merely a health service, but a constructive educational service.

In view of the decision of the commissioners not to agree to transfer the medical-inspection work to the Board of Education, the special committee of the board recommended and the Board of Education approved a recommendation that the commissioners be requested to take such steps as are necessary in the forthcoming meetings before the committees of Congress to transfer the item for medical inspection of schools from the appropriations of the public schools to the appropriations of the health office.

Accordingly, with the approval of all present concerned, the Appropriations Committee of the House of Representatives transferred the appropriation item for "hygiene and sanitation, public schools," from the public schools to the health office.

10. ARMSTRONG STUDENT'S WALKOUT

On Friday, January 15, 1926, the students of Armstrong Technical High School left the building in protest against the proposed action of the Board of Education to demote the principal, Arthur C. Newman. Of 1,086 pupils enrolled only 72 remained for the first recitation.

The "walkout" of students followed an assembly conducted largely, if not wholly, by the officers of the student council of the school.

More than 800 students returned to the school Monday morning and resumed work.

At the meeting of the Board of Education held January 20 following the report of the matter by the superintendent, the following resolution was passed unanimously :

"Moved, that the superintendent of schools be instructed to investigate thoroughly the recent strike at the Armstrong Technical High School, and especially if any teacher or officer of the public-school service has directly or indirectly encouraged, aided, or abetted the strike, and to report the facts to the board."

At the meeting of the board on February 17 and pursuant to the aforementioned order of the board, the superintendent presented a report prepared by Assistant Superintendent Wilkinson on the "walkout" at Armstrong as follows:

"The evidence does not show that 'any teacher or officer of the public-school service had directly * * * encouraged, aided, or abetted the strike.' The evidence does show, however, that those in authority at Armstrong and those serving as sponsors of the student council did not exercise in this emergency the measure of control and direction that this office would expect of persons in authority."

President Graham pointed out that the report is without recommendation. A general discussion ensued in which it was apparent to the members that there existed a collective responsibility and that no teacher or group took the necessary action to stop the unfortunate proceedings. Mr. Graham's suggestion was followed that the report be received and that Mr. Wilkinson make further report, with recommendation.

In accordance with the discussions of the board, the superintendent presented a more complete report of the student "walkout" at the Armstrong Technical High School, prepared by First Assistant Superintendent Wilkinson:

"Pursuant to the order of the Board of Education at its last meeting, this office has the honor to forward recommendations in the case of the student strike at the Armstrong Technical High School on January 15, 1926.

"A thoroughgoing and exhaustive investigation has been made of the student strike. Every member of the faculty of the Armstrong Technical High School has been interviewed.

"In the opinion of this office the faculty of the Armstrong High School did not discharge its full duty of attending the special assembly called by former Principal Newman on the morning of January 15, 1926, and of remaining throughout the meeting actively in control of the pupils. Thirty-nine members of the faculty reporting to the assembly that morning left the assembly on the request of the student presiding officer, thereby permitting themselves to be withdrawn by a pupil from their posts of duty. Five other members of the faculty, whose duty it was to attend the assembly, failed to do so. Three members of the faculty were at the time in pursuit of other official duties. Two members of the faculty were absent from school. Eight members of the faculty were covering their assignments in connection with their shops.

"The interviews held by this office with the individual members of the Armstrong faculty do not reveal that any educational employee directly aided, abetted, or encouraged the student strike. On the other hand, these interviews do show that the Armstrong faculty failed to take any positive action calculated either to prevent or to break the strike.

"Individual members of the faculty did approach students in the hallways and did urge them to report to their first recitations. But this was after the strike had been called, and was too late to be effective.

"The Armstrong faculty lost control of the Armstrong student body when the faculty left the assembly hall at the request of the student presiding officer. The Board of Education and the public should find, in such crisis in the life of a public school, a highly developed feeling of corporate responsibility manifesting itself in the school faculty. The absence of this feeling of corporate responsibility in the Armstrong faculty is a matter of serious concern.

"A highly developed sense of corporate faculty responsibility results when the leadership of the principal of the school has been vigorous, vitalizing and progressive.

"In the opinion of this office the student strike at the Armstrong Technical High School illustrates a lack of administrative leadership on the part of the former Principal A. C. Newman. In the opinion of this office it was bad judgment on his part to call an assembly on the morning of Friday, January 15, 1926. But having called an assembly he was responsible for what took place at that assembly.

"Principal Newman did enter the assembly, counsel the pupils to observe 'law and order,' and instruct them to report to their first recitations. But this action on his part came late, from 20 to 25 minutes after the assembly began. Principal Newman at the close of his remarks withdrew from the assembly and permitted the pupils further to deliberate on what action they proposed to take.

"The question of the administrative leadership of former Principal A. C. Newman has already received extended consideration from the school authorities and action has been taken with reference thereto by the Board of Education. No recommendation in this connection is now necessary.

"In the judgment of this office Mr. Charles M. Thomas, sponsor of the student council, should not have left the student council meeting to itself but should have remained throughout all sessions of the student council and by his presence and advice should have contributed to the deliberations of the student council that which his appointment as sponsor implies.

"It is recommended that Mr. Charles M. Thomas be relieved for all time of his present assignment as sponsor of the student council.

"It is recommended that the student council be disbanded until such time as the principal and faculty of the Armstrong Technical High School can make appropriate provision for giving such fostering care to the deliberations of these young people as to assure the student council functioning for the welfare of the school and for the character development of the student body.

"If the Board of Education approves the point of view of the corporate responsibility of the faculty, herein advanced, it is recommended that a copy of this report be forwarded to each member of the faculty of the Armstrong Technical High School for his information and guidance."

11. THE ESTABLISHMENT OF A BOARD OF INQUIRY

At the meeting of the Board of Education held February 17, 1926, the board approved the establishment of a board of inquiry. The necessity for such a board, its functions and organization, and its methods of procedure were stated in a circular addressed to all school officials, principals, and janitors by the superintendent under date of March 22.

"At the meeting of the Board of Education held on February 17, 1926, on recommendation of the superintendent of schools, the Board of Education established a board of inquiry to consist of the assistant superintendent in charge of business affairs, the two first assistant superintendents, and two representatives of the janitorial staff—one to be selected by the janitors of divisions 1-9, and the other to be selected by the janitors of divisions 10-13—and the superintendent of janitors and assistant superintendent of janitors as advisors.

"The purpose of this board is described in the following extract from the recommendation of the superintendent of schools:

"From time to time, it has been found necessary to close some of our school buildings because of low temperature in the classrooms at the opening of school in the morning. Sometimes this is due to severe weather and faulty heating plants which make it difficult, even with the most diligent efforts of the janitor, to get up proper heat by the opening of school in the morning. In other cases, it is due to the failure of the janitor to exercise good judgment in beginning the heating of the building sufficiently early to get up proper heat by 9 o'clock.

"Many janitors throughout our school system pride themselves in the fact that the buildings where they work have never been closed on account of lack of heat. A few janitors in the school service apparently are not actuated by such a commendable attitude.

"Obviously, the first step in determining to what extent the janitor is responsible for failing to heat a building properly is to ascertain the facts in the case.

" For the purpose of establishing the facts in the case with respect to any failure in the heating, ventilating and plumbing system in any one of our school buildings, and to the end that the superintendent may be furnished with the necessary information as a basis on which to make an appropriate recommendation to the Board of Education in such cases, the superintendent recommends the creation of a board of inquiry * * * .

" If this recommendation of the superintendent is approved, it will become the duty of this board of inquiry to proceed at once, following the closing of any school, to determine the responsibility of the janitor in the premises, reporting the facts to the superintendent, together with recommendations justified by those facts."

" At a meeting of the janitors held on call of the superintendent of schools on March 13, 1926, Mr. T. J. Jones, of the McKinley Technical High School, was elected to represent the janitors of divisions 1-9, and Mr. R. A. Woodson, of the Dunbar High School, was elected to represent the janitors of divisions 10-13, on the board of inquiry.

" The board of inquiry held its organization meeting on March 19, 1926, and elected First Assistant Superintendent Kramer as chairman and Assistant Superintendent Wilmarth as secretary. At this meeting the board of inquiry decided that any inquiry of the board shall extend to all matters connected with the heating and ventilating of the building, including the condition of the plant, and unusual weather conditions; that in buildings having both an engineer and a janitor the heating and ventilating of the building is the responsibility of the engineer, but the janitor may be used as a material witness to any procedure before the board if so desired; that the engineer or janitor concerned, the principal of the building, the supervising principal in charge, and the assistant superintendent in charge, and such other persons as might be desired or required as material witnesses should be requested to attend any hearing of the board of inquiry.

" The board of inquiry has also recommended the following procedure in cases of the closing of any building, or part of building, which procedure has been approved by the superintendent of schools and is announced for the guidance of all persons concerned.

" Immediately upon the closing of any building, or part of building, the principal of that building shall report the conditions to his immediate superior, giving as part of the report the names of all persons who are competent to furnish information relative to the closing, or whose testimony may be desired by the principal or janitor of the building. This report shall be transmitted immediately to the assistant superintendent in charge and forwarded by that officer to the secretary of the board of inquiry who shall arrange for a hearing of all interested parties."

12. TEACHERS' INSTITUTES

In lieu of the usual all day teachers' institute schools were closed on certain days during the meeting of the department of superintendence of the National Education Association to give teachers an opportunity to attend some of the sessions of that association.

In order that the teachers of the elementary grades might attend the afternoon session on Tuesday, February 23, the graded schools were closed at 12.30 p. m. Teachers of morning classes taught until 10.45 and then engaged in regular coaching work until 12.30 p. m. Teachers of afternoon classes worked with their coaching groups from 9 until 10.45 a. m. and did their usual teaching from 10.45 until 12.30 on that day.

In order that the teachers of the junior high schools might attend the morning session on Wednesday, February 24, all junior high school classes were dismissed in the morning and resumed their work for the afternoon at 1 o'clock on that day.

In order that the teachers of the senior high schools might attend the afternoon session on Thursday, February 25, the senior high schools were closed at 12.30 p. m. on that day.

Attendance at these educational sessions was in lieu of teaching service. The certifying officials provided substitutes for all teachers who could not attend.

In addition arrangements were made by the committee on institute of the teachers' council for the following address, on the afternoon and evening of April 15, 1926, by Prof. E. Laurence Palmer, of Cornell University, on "Nature Study and Elementary Science in the Schools":

For teachers and officers, Divisions I to IX: Central High School Auditorium, 8 p. m.

For teachers and officers, Divisions X to XIII: Dunbar High School Auditorium, 3.30 p. m.

13. GENERAL COURSE OF STUDY REVISION

At the board meeting on September 2, 1925, the superintendent outlined a number of improvements in school administration made possible by the larger staff of assistant superintendents. Among them he included the revision of the courses of study, and expressed his intention to ask the board at a later time to relieve an officer from other duties in order to carry on that work.

The superintendent reported at the meeting on September 9 that he proposed the appointment of the following reviewing committee on review and revision of the courses of study of the kindergarten and the elementary schools, Grades I to VI:

Chairman, Frank W. Ballou, superintendent of schools. First assistant superintendents: Mr. S. E. Kramer, Mr. G. C. Wilkinson. Assistant superintendents in charge of kindergartens and elementary grades: Mr. R. L. Haycock, Miss R. L. Hardy, Miss M. P. Shadd. Assistant superintendents in charge of educational research: Miss Jessie La Salle, Mr. H. H. Long.

The first step in curriculum revision was the appointment of a committee to cooperate with the commission on curriculum of the department of superintendence, in the preparation of a report on the principles that should control in curriculum revision in nature study and elementary science in kindergarten and Grades I to VI. The committee was as follows:

Mrs. E. K. Peebles, in charge of nature study corps, Divisions I to IX, chairman; Mr. P. J. Rayford, in charge of nature study corps, Divisions X to XIII vice chairman; Miss L. M. Allen, grade 2, Mott School, Division X to XI; Miss E. M. Baltzell, grade 6, Smallwood School, Division VIII; Miss G. L. Burke, Kindergarten, Briggs School, Division X; Miss S. F. Clokey, grade 6, Adams School, Division IV; Mrs. F. R. Dorsey, grade 3, Syphax School, Division XIII; Miss F. M. Fulton, grade 3, Blair School, Division VI; Miss H. F. Gillem, grade 6, Garrison School, Division X to XI; Miss N. C. Harrington, grade 2, Reservoir School, Division I; Mrs. M. J. Hawkins, nature study corps, Divisions X to XIII; Miss D. J. Kemball, nature study corps, Divisions I to IX; Miss Elsa Lehman, grade 1, Ludlow School, Division VI; Miss M. K. McCauley, grade 3, Towers School, Division VII; Miss I. R. Meloy, Kindergarten, Brightwood Park School, Division III; Mr. B. W. Murch, supervising principal, Division I; Miss P. L. Patterson, grade 2, Ludlow School, Division VI; Mrs. I. M. Pearson, grade 4, Cleveland School, Division X to XI; Mrs. I. I. Ruediger, grade 6, Eaton School, Division I; Miss A. M. Spencer, grade 1, Banneker School, Division XIII; Miss M. Standiford, grade 4, H. D. Cooke School, Division III; Mrs. A. B. Steele, grade 5, Ludlow School, Division VI; Miss Augusta Swan, Kindergarten Principal, Monroe School, Division V; Mrs. G. C. Turner, grade 5, New Bell School, Division XIII; Miss L. W. Wilkinson, nature study corps, Divisions I to IX.

The above committee prepared an exhaustive report, which was printed as a part of the 1926 Yearbook of the Department of Superintendence of the

National Education Association. Later in the school year the same committee developed a course of study for the Washington public schools along the lines of their previous report to the commission on curriculum. The new course in nature study and elementary science for Kindergarten and Grades I to VI was approved by the Board of Education on June 9, 1926. The service of this committee has been outstanding, in doing a piece of educational work of value nationally as well as locally.

The revision of courses in other subjects was initiated by an announcement by the superintendent on January 7, 1926, which is quoted below:

"A number of years have elapsed since our courses of study in the elementary grades were revised, and in order that our schools may profit by the nation-wide study in curriculum revision, the superintendent deems it advisable at this time to appoint committees to give thought to the changes that should be made in our major courses for grades one to six. The work of the commission on curriculum revision of the National Education Association that is being conducted through cooperating committees in most of the large cities of the United States, has advanced to a stage that should enable our committees to proceed in the light of the aims and tendencies throughout the country. Whatever these aims and tendencies may be our community and every community, has its local educational problems which become important factors for all local committees in the preparation of their courses.

"The superintendent, therefore, requests the assistance of the supervising principals in the organization of such committees. Committees will be appointed to recommend revised courses in arithmetic, reading, and literature; English, including oral history, and geography. A committee has already been appointed for elementary science. Revision of our courses in health and physical education, art, music, domestic art, domestic science, and the manual arts will not be undertaken at this time.

"Representative committees of officers and teachers will be appointed to study the five subjects named above. On each committee there should be representatives of each of the first six grades and the kindergarten. The supervising principals will please submit to Assistant Superintendent Haycock or First Assistant Superintendent G. C. Wilkinson names of kindergarten and grade teachers suggested for membership on the five committees. You should nominate seven persons (one representative for each grade) for each committee. The names of chairmen and officers who will serve on these committees will be announced later."

Nominations were received from officers, and committees were appointed, as indicated in the announcement of the superintendent here quoted:

"Representative committees of teachers and officers have been appointed to revise our courses of study in arithmetic, reading and literature, English, history, and geography. These committees will make a comprehensive investigation of their respective subjects. Cooperating committees working under the auspices of the Commission on Curriculum Revision of the National Education Association have been studying aims and tendencies throughout the country. Results of their studies set forth in the Yearbooks of 1925 and 1926 of the department of superintendence should be especially helpful to our committees. So important and far-reaching is the undertaking confronting the committees that much time during the remainder of the present school year must be devoted to a thorough investigation and review of the most progressive thought of the educational leaders of the country in curriculum revision. In the light of nation-wide aims and tendencies and established principles, the committees will proceed with their work of revision.

"All of the following committee members, with the chairmen, are requested to meet the superintendent in the assembly hall at the Franklin School on Thursday, March 4, at 3.30 p. m. The several committees will hold their first meetings at the call of the respective chairmen.

"Committee on reading and literature: Chairman, Miss R. L. Hardy, assistant superintendent; Mr. Leon L. Perry, supervising principal; Miss M. R. Parkman, Wilson-Normal School; Miss M. Hickman, assistant to Miss Hardy; Miss K. C. Lewis, administrative principal, Garnet-Patterson School.

Grade	Teacher	School	Grade	Teacher	School
6	F. Croswell	Thomson.	3	D. Woodrow	Thomson.
6	R. McNamara	Cooke.	3	M. R. Lewis	Bruce.
6	M. C. Brent	Crummell.	2	M. Culhertson	E. V. Brown.
5	H. M. Bugbee	Takoma.	2	M. C. Harrington	Reservoir.
5	S. F. Clokey	Adams.	2	E. B. Hall	Garrison.
5	L. H. Pinchback	Garnet.	1	S. Shewinaker	Eckington.
4	E. M. Warde	Emery.	1	A. Kelliher	Eaton.
4	E. Carney	Park View	1	S. F. Clark	Montgomery.
4	B. M. Parker	Garrison.	Kindergarten	G. L. Janney	Webster.
3	M. Lerch	Takoma.	Kindergarten	E. A. Thompson	Birney.

" Committee on arithmetic: Chairman, Dr. E. G. Kimball, supervising principal; Mr. J. C. Nalle, supervising principal; Miss M. C. Breen, Wilson Normal School; Mrs. G. J. Hecox, assistant to Miss Hardy; Dr. M. E. Gibbs, administrative principal, Stevens School.

Grade	Teacher	School	Grade	Teacher	School
6	G. R. Freedman	Monroe.	3	K. E. Carr	Addison.
6	E. A. Higgins	Brent.	3	A. J. Houtsen	A. Bowen.
6	S. D. Matthews	Giddings.	2	J. M. Cain	Peabody.
5	E. E. Michaelson	Reservoir.	2	M. C. Lee	Takoma.
5	L. M. Cooper	Hubbard.	2	V. H. Robinson	Garrison.
5	A. B. Bishop	Stevens.	1	M. E. Rose	Amidon.
4	C. J. Schaeffer	Thomson.	1	H. D. Eldridge	Cooke.
4	D. R. O'Neil	Cooke.	1	M. H. Winston	Garrison.
4	R. O. Davis	Banneker.	Kindergarten	M. C. Graff	Webb.
3	M. L. McCausland.	Bryan.	Kindergarten	J. A. Browne	Ambush.

" Committee on English: Chairman, Mr. S. M. Ely, supervising principal; Miss Adelaide Davis, supervising principal; Miss L. G. Arnold, principal, Wormley School; Miss M. E. Given, administrative principal, Brown School; Miss M. L. Washington, administrative principal, Mott School.

Grade	Teacher	School	Grade	Teacher	School
6	E. K. Schreiber	Wheatley.	3	N. J. Kale	Curtis.
6	L. B. Francis	Henry.	3	P. M. Ferguson	Lovejoy.
6	Hope Lyons	Garrison.	2	J. F. Hilder	West.
5	R. E. Dick	Carbery.	2	J. L. Torbert	Towers.
5	R. M. Carrell	Hubbard.	2	E. B. Hall	Garrison.
5	L. S. Gardner	Syphax.	1	E. R. Finnie	Benning.
4	R. E. Little	Curtis.	1	R. E. Barnes	Peabody.
4	M. W. Standiford	Cooke.	1	I. C. Myers	Cardozo-Bell.
4	M. M. Rivers	Bruce.	Kindergarten	A. G. Alden	Buchanan.
3	N. M. Furtner	Emery.	Kindergarten	M. Turner	Mott.

" Committee on history: Chairman, Mr. B. W. Murch, supervising principal; Mr. A. O. Stafford, principal Burrville School; Miss Cornelia Whitney, Wilson Normal School; Miss I. M. Lind, assistant to Miss Hardy; Dr. D. I. Renfro, administrative principal, Lovejoy School.

Grade	Teacher	School	Grade	Teacher	School
6	M. S. Conway	E. V. Brown.	3	R. Patterson	Hilton.
6	M. V. Beller	Webb.	3	H. W. Harris	Magruder.
6	E. N. Narker	Mott.	2	P. Patterson	Ludlow.
5	L. Halley	Cranch.	2	M. Y. Brunner	Brookland.
5	A. J. Gregory	Takoma.	2	V. A. Robinson	Garrison.
5	A. M. Jackson	Garrison.	1	K. Bergen	Lenox.
4	L. Durisoe	Buchanan.	1	V. Miller	Orr.
4	J. Stokes	Thomson.	1	V. S. Peters	Briggs.
4	E. J. Wayman	Briggs.	Kindergarten	H. I. Zeiders	Thomson.
3	F. R. Noack	Force.	Kindergarten	E. M. Clayton	Wormley.

"Committee on geography: Chairman, Miss Janet McWilliam, supervising principal; Mr. J. C. Bruce, supervising principal; Miss E. A. Hummer, Wilson Normal School; Miss Agnes Garrels, visual instruction; Mr. J. C. Payne, administrative principal, Douglass-Simmons."

Grade	Teacher	School	Grade	Teacher	School
6.	H. B. Masson	Ketcham.	3.....	R. Hilyard.....	Seaton.
6.	M. Steinle	Thomson.	3.....	M. V. Smith.....	Wormley.
6.	O. M. Walker	Garnet.	2.....	N. G. Miller.....	Petworth.
5.	M. K. Steele	Ludlow.	2.....	C. Stining.....	Thomson.
5.	H. Harper	Bryan.	2.....	N. E. Dyson.....	Sumner.
5.	E. G. Murray	Mott.	1.....	J. C. Clements.....	Edmonds.
4.	O. E. Reed	Janney.	1.....	G. S. Keiser.....	Park View.
4.	O. M. Krause	Kingsman.	1.....	M. E. Thomas.....	Deanwood.
4.	A. M. Montier	Logan.	Kindergarten.	K. Brackett.....	Burroughs.
3	M. Turner	Thomson.	Kindergarten.	K. E. Dean.....	Payne.

The committees have begun work on their respective subjects, and it is hoped that their reports may be received and accepted during the school year 1926-27.

14. NEW SCHEDULE OF SUBSTITUTE PAY

Two kinds of substitutes are employed in the school system during the absence of teachers and officers—annual substitutes and per diem substitutes. Annual substitutes serve on an annual appointment and receive the minimum salary in the salary class to which appointed.

An annual substitute employed in the elementary schools serves on a 10-month pay basis and receives \$1,400, the basic salary of the elementary-school teacher. The annual substitute in the high schools receives \$1,800. Annual substitutes put in the same hours and are subject to the same regulations as regular teachers.

Per diem substitutes are employed by the day at a rate of pay fixed by the Board of Education. They are paid for the days they work and are called on for service when the annual substitutes are unable to fill all of the demands made for substitutes.

After thoroughgoing consideration extending over a period of several months the Board of Education at its meeting on December 2, 1925, adopted the following rates of pay for substitute service for teachers:

	Rate per diem
Class 1, Group A, kindergartens and elementary schools; basic salary, \$1,400	\$4.00
Class 2, Group A, junior high schools; basic salary, \$1,600	4.50
Class 2, Group C, junior high schools; basic salary, \$1,800	5.00
Class 3, Group A, high and normal schools; basic salary, \$1,800	5.00
Class 3, Group B, high and normal schools; basic salary, \$2,900	5.00
Class 4, Group A, school librarians; basic salary, \$1,400	4.00
Class 5, teaching principals, four to seven rooms; basic salary, \$2,300	4.00
Class 6, teaching principals, 8 to 15 rooms; basic salary, \$2,500	4.00

At the meeting of the Board of Education held June 9, 1926, the board adopted the following schedule of substitute pay for officers:

	Rate per diem
Class 7, administrative principals with 16 rooms or more, and principals of vocational and Americanization schools	\$5.80
Class 8, principals of junior high schools	7.00
Class 9, principals of senior high and normal schools	8.00

	Rate per diem
Class 10, directors of special subjects and departments.....	\$6.40
Class 11, heads of departments and assistant principals.....	6.40
Class 12, supervising principals.....	8.00
Chief examiner, board of examiners, Divisions I-IX.....	8.00
Assistant superintendents.....	8.40
First assistant superintendents.....	10.00
Superintendent of schools.....	16.00

15. ABOLITION OF THE "TWO-SPORTS RULE"

In 1924 on recommendation of the executive committee of the Alumni "C" Club of the Central High School, the Board of Education adopted the so-called "two-sports rule." This rule provided in brief that no student may take part in more than two major sports in any one scholastic year. The major sports were understood to be football, basketball, baseball, and track.

It was the purpose of this rule to prevent the student from taking part in more athletic contests than would be good for him physically, and to encourage a larger number of students to participate in at least two major sports each year.

After the rule had been in operation for two years, the principals of the high schools agreed unanimously that it was not serving its purpose, and should be abolished.

Accordingly, at the meeting of the Board of Education of June 16, 1926, the "two-sport rule" was abolished.

16. APPOINTMENT OF ELEMENTARY SCHOOL PRINCIPALS FROM RATED LISTS

At the meeting of the Board of Education held June 3, 1925, the superintendent of schools recommended and the Board of Education approved the passage of the following order:

"Ordered, that beginning July 1, 1925, or as soon thereafter as practicable, all nominations for the position of teaching principal shall be made to the Board of Education from rated lists of eligible candidates prepared by the respective boards of examiners."

This order was passed in order that the provisions of the law and the rules of the Board of Education might be carried out in a systematic manner. The provision of the law and the rule of the Board of Education relating to this subject are quoted below.

The teachers' salary act, approved June 4, 1925, provides:

"SEC. 10. That teachers shall be promoted to be teaching principals, or to be administrative principals, on the basis of such evidence of superior teaching, of administrative ability, and of increased professional attainments as the Board of Education may prescribe."

The rules of the Board of Education relating to the boards of examiners provide in section 2, paragraph 1, as follows:

"The respective boards of examiners shall prescribe and hold such examinations as may be necessary to carry out the requirements of the law and the rules and orders of the Board of Education of applicants * * * for promotion or appointment to a principalship of a school or of any other school officer."

The aforementioned action was taken by the Board of Education only after the school officials had given extended consideration and made systematic preparation for putting this order into effect.

In November, 1923, the superintendent appointed a committee made up of teaching principals and teachers all of whom were presumably directly interested in the method of promoting persons to be teaching principals and administrative principals.

In March, 1924, this committee presented a tentative plan according to which the qualifications of candidates for promotion to principalships should be evaluated. This report was referred to the assistant superintendents for critical examination and recommendation. After thoroughgoing consideration the assistant superintendents recommended certain changes in the details of the plan, which recommendations were referred to the respective boards of examiners.

The members of the boards of examiners joined in giving consideration to this common problem. Agreement having been reached on a plan, the respective boards adopted the plan and put it into operation.

In addition, the superintendent requested the teachers' council to give consideration to the matter of eligibility requirements of persons desiring to be promoted to administrative principals. The committee also submitted a general plan which was referred to the boards of examiners along with the other suggestions for changes in the procedure.

Appointments of teachers from rated lists are invariably made from the head of the list. Recognizing that it is desirable that the superintendent should have some discretion in the selection of the person to be principal of the school, in order that the person may best fill the particular position, the board established the following procedure regarding appointments supplementary to the general procedure in appointment of teachers:

"In reporting lists of eligibles for the positions of teaching principal and administrative principal in the elementary schools the Board of Examiners shall submit lists ranked by groups of five persons in each group: *Provided*, that the last group may contain less than five names.

"The names placed upon the lists of eligibles for the positions of teaching principal and administrative principal in the elementary schools shall remain thereon without further examination until the 30th day of June next following the reporting of the list to the Board of Education.

"In the appointment of persons upon the lists for the positions of teaching principal and administrative principal in the elementary schools the superintendent shall recommend to the Board of Education the appointment of the person within the highest group who in his opinion is best fitted for the existing vacancy: *Provided*, that each group must be exhausted before the names of the persons in the next lower group may be considered."

The boards of examiners submitted their first lists of eligible candidates to the Board of Education on December 2, 1925, and appointments were made from those lists during the school year ending June 30, 1926. The boards of examiners have prepared corresponding lists for the school year beginning July 1, 1926.

17. SURVEY OF THE NORMAL SCHOOLS

At the meeting of the Board of Education held January 6, 1926, the superintendent submitted a report recommending that the United States Bureau of Education be officially invited to make a survey of the Wilson and Miner Normal Schools and submit to the board any recommendations that might result from such investigation. The Board of Education approved this recommendation and extended the invitation.

The United States Bureau of Education on July 1 submitted a series of recommendations and informed the board that the detailed report resulting from its survey of the normal schools would be submitted about October 1.

The Board of Education and the school officials are awaiting receipt of this detailed report before taking any action on the recommendations submitted.

The report of the superintendent to the Board of Education covering the general situation in the normal schools which prompted the superintendent's recommendation is herewith submitted in full:

"On October 29, 1925, the superintendent called the attention of the members of the Board of Education to the annual reports of the first assistant superintendents, Messrs. Kramer and Wilkinson, relating to the Wilson and Miner Normal Schools which they respectively supervise.

"The greatly increased enrollments in these schools in recent years, the limited capacity of the buildings and instructional facilities, and the inability of the elementary school system wholly to absorb the present graduates of these two professional training schools for teachers make it clearly apparent that the future policy for these schools should be determined at an early date.

"The first assistant superintendents have submitted to me the following statement, outlining the general problem as they see it, and suggesting questions to which answers are desired.

"THE PROBLEM AND QUESTIONS

"The fact that the normal schools are nearing their maximum enrollment and that the graduates annually completing their work at these schools have reached a number more than sufficient to supply the annual need for teachers in the local schools seem to make it appropriate that certain questions be proposed concerning the policy to be adopted in the future conduct of these schools.

"1. These schools are the result of the administration of a succession of capable and devoted principals and the suggestion that a consideration of future policies be given should carry with it no thought that the wisdom and efficiency of present and past administrations are being called into question. We should determine the future policies of these schools by a careful and thoughtful comparison of the existing courses and instruction procedure with similar courses and procedure in other city training schools of the first rank. We must determine whether the automatic admission of pupils to these schools upon the receipt of a high-school diploma is an adequate procedure for the procurement of students possessing the qualities of successful teachers. The per capita cost of instruction is relatively high, and it seems fair to inquire whether, in justice to the citizens of the District of Columbia, these pupils ought not to be selected upon some basis which would give a fair prognosis of success in the future service of these pupils as teachers.

"2. The question of the relative weight between instruction leading to skill in the art of teaching and those steps designed to bring about a mental attitude and appreciation of teaching as a science must be determined.

"3. In view of the assured expansion of the school system and the need of constantly adapting our educational procedure to meet the modern ideals of teacher training, it seems appropriate at this time to determine how far the procedure which has served in the past is adequate to meet the demands of the future.

"4. It may be pertinent to make inquiries similar to the following:

"(1) Should the normal schools restrict their preparation of teachers to the local demand or should they extend their facilities to those who would teach outside the District of Columbia?

"(2) Should the enrollment of students in the normal schools be limited? If so, upon what basis shall the limitation take place?

"(3) Should the normal schools attempt to meet the demands for teachers in all classes and types of elementary service?

"(4) Should the normal schools prepare teachers for work above elementary level?

"(5) Should the normal school course be extended to three or to four years leading to a degree?

"(6) What are the objectives of the several curricula as now offered by the normal schools?

"(7) Do the objectives sought determine the course of study? Are the courses differentiated on the basis of desired ends?

"(8) Is there a close articulation between theory and practice?

"(9) Are the students in the several courses selected on the basis of specific aptitudes and previous preparation?

"(10) Does the organization provide for a graded system of practice teaching extending from the beginning to the end of the normal school course?

"(11) Are the facilities for observation, participation, and practice teaching adequate to meet the demands of the course of study?

"(12) Are the number of students too great for the practice facilities?

"(13) Do the teaching loads permit effective work?

"(14) Is the equipment satisfactory to meet instructional needs?

"(15) Is the number of graduates who actually enter and remain in the teaching profession a sufficiently great proportion of the total number of the graduates to justify the cost of maintaining so large a student body?

"5. With an appropriate time and an excellent source of experienced advice and counsel at hand we should avail ourselves of the opportunity to secure for the benefit of our schools the assistants of the Federal Bureau of Education in evaluating our existing normal school courses and offering suggestions concerning modifications, extensions, and enrichment of our curriculum.

"In accordance with the suggestions made by Messrs. Kramer and Wilkinson, I recommend that the Board of Education extend an official invitation to the United States Bureau of Education to make a survey of the Wilson and Miner Normal Schools and undertake to furnish the board with facts and recommendations which will indicate what the future policy for these schools should be."

SECTION II. APPOINTMENTS, PROMOTIONS, AND RETIREMENTS OF SCHOOL OFFICERS

In this section may be found a record of the appointments, promotions, retirements, and deaths among the school officials who occupy higher positions in the supervisory and administrative staff in the school system.

The record covers the retirement of Miss Anne Beers, supervising principal; Miss Annie M. Wilson, director of drawing; the resignation of Mrs. Cecil Norton Broy, director of community centers; the demotion of Capt. Arthur C. Newman, principal of Armstrong Technical High School; and the death of Dr. Hosmer M. Johnson, supervising principal.

The positions thus left vacant were filled by the promotion of Miss Janet McWilliam, supervising principal; of Miss Elizabeth A. Hummer, supervising principal; of G. David Houston, principal of Armstrong; of Miss Sybil Baker, director of the community center department; the appointment of George W. Hines, head of department of business practice; of Miss Ethel Bray, director of drawing; and of A. H. Johnson, director of music.

1. RETIREMENT OF MISS ANNE BEERS, SUPERVISING PRINCIPAL

In December, 1925, Miss Anne Beers, the supervising principal of the eighth division, requested retirement under the provisions of the retirement law. The following statement relating to Miss Beers and her service in the schools was presented to the Board of Education by the superintendent on December 16, 1925:

"The retirement of Miss Anne Beers, supervising principal of the eighth division, brings to a close a record of efficient service rendered in the public schools of this city during a period of nearly 50 years. Miss Beers retires at her own request at a time when she is enjoying comparatively good health, preferring to relinquish the arduous work of her office now rather than after her health and strength become impaired.

"Miss Beers has been in charge of the schools in southwest Washington since 1912 when the Board of Education promoted her to the position of supervising principal. From 1880 to 1912 Miss Beers taught continuously for 32 years in the Wallach School in southeast Washington. Few teachers are privileged to teach so long in one school. During much of this time she was associated with Mr. Alexander Tait Stuart, whose office while he was supervising principal was in the Wallach Building. On February 13, 1894, Miss Beers was promoted to the principalship of the Wallach School.

"In reviewing the school record of Miss Beers this interesting item was found in the minutes of the meeting of October 8, 1878. The minutes quote a letter, addressed by J. Ormond Wilson, superintendent of schools, to Benjamin G. Lovejoy, chairman of the committee on normal school and teachers, as follows:

"DEAR SIR: The following-named graduates from the Washington Normal School having taught in the public schools of Washington not less than one year, and, in my judgment, having given evidence of ability to govern and instruct a school. I beg leave to recommend that the diploma of the normal school be conferred upon them. In the list, Miss Anne Beers. Meeting of October 8, 1878, page 26."

"In many worthy enterprises Miss Beers has been a leader among the teachers of our public schools. For a number of years she worked diligently for the passage of the teachers' retirement law which actually came into being in 1920. Miss Beers now benefits by that law in her own retirement. As a supervising principal her outstanding work was her constructive influence in the development of young teachers. Miss Beers will be missed in the superintendent's councils. Her judgment was always sound in the formulation of school policies, and her conscientious devotion of time and energy to her supervisory tasks has been exemplary.

"The superintendent recommends that the board express its appreciation of the services rendered to the schools by Miss Beers, that this record be spread upon the minutes of the board, and that a copy be sent to Miss Beers."

Accordingly, Miss Beers was retired from service effective from and after January 3, 1926.

2. APPOINTMENT OF MISS JANET McWILLIAM, SUPERVISING PRINCIPAL

Since September 16, 1924, Miss Janet McWilliam had been serving on a temporary appointment as a supervising principal in Divisions II and IV. The vacancy in the supervising principalship of the eighth division caused by the retirement of Miss Beers made it possible further to reduce the number of supervising principalships in accordance with an established policy of the board.

Accordingly on January 4, 1926, the eighth division was consolidated with the second and fourth divisions and Miss Janet McWilliam was made the supervising principal of the three divisions.

3. DEMOTION OF ARTHUR C. NEWMAN, PRINCIPAL OF ARMSTRONG TECHNICAL HIGH SCHOOL

After very extensive and sympathetic study over a period of months of the administration of Principal Arthur C. Newman, of the Armstrong Technical High School, the first assistant superintendent in charge of colored schools, with the approval of the superintendent of schools, recommended to the Board of Education the demotion of Principal Newman to the rank of teacher, class 3A, and his assignment as military instructor in the high schools of Divisions X to XIII, effective on and after February 1, 1926. The Board of Education approved this recommendation at the meeting held on January 20, 1926.

4. APPOINTMENT OF G. DAVID HOUSTON, PRINCIPAL OF ARMSTRONG TECHNICAL HIGH SCHOOL

The vacancy in the principalship of Armstrong Technical High School caused by the demotion of Capt. A. C. Newman was filled on February 3, 1926 by the promotion of Mr. G. David Houston from head of department of business practice, a position which he had held for nine years.

Mr. Houston graduated from Harvard University in 1904 cum Laude. He also received the master of arts degree from Harvard in 1916 specializing in English.

His record of experience is as follows: Head of the department of English, Tuskegee Institute, Alabama, 1904-1907; head of the department of English and history, Douglass High School, Baltimore, Md., 1907-1910; teacher of English, M Street High School, Washington, D. C., 1910-1912; professor and head of department of English, Howard University, 1912-1919; head of the department of business practice, public schools, Washington, D. C., 1919-1926; principal of the Dunbar Night High School, Washington, D. C., 1919-1924.

5. APPOINTMENT OF GEORGE W. HINES, HEAD OF DEPARTMENT OF BUSINESS PRACTICE

The position as head of department of business practice in the high schools of Divisions X to XIII, left vacant by the promotion of Mr. G. David Houston was filled by the appointment of Mr. George W. Hines.

The following statement concerning Mr. Hines was presented to the Board of Education on February 17, 1926, when Mr. Hines's appointment was approved:

Education: Graduated from commercial college, Howard University, 1906; graduated from school of liberal arts, Howard University, with A. B. degree, 1909; summer courses in Parrish Business College, Shelbyville, Ind., 1909-10; attended one summer session at Columbia University, 1912; one year on Sabbatical leave at the University of Washington, 1920-21; one summer session at the University of Washington, 1924; received the degree of master of business administration, University of Washington, 1924.

Research work: Personal studies of negroes in business in the large cities; published Commercial College Studies of negroes in business: Real Estate, Insurance, Banking Institutions; published Branch Banking in the United States.

Experience: Director of the commercial department, Western University, Kansas City, Kans., 1909-1912; instructor in commercial college, Howard University, 1912-1919; assistant professor in the school of commerce, Howard University, 1919; associate professor in the school of liberal arts, Howard University, 1922-1926.

6. DEATH OF HOSMER M. JOHNSON, SUPERVISING PRINCIPAL

Mr. Hosmer M. Johnson, supervising principal of the seventh division, died on May 30, 1926. While Mr. Johnson had been in failing health for some months, his death brought a shock of sadness to his coworkers in the school system.

In reporting the death of Mr. Johnson to the Board of Education, the superintendent made the following statement:

"With deep regret the superintendent reports to the Board of Education the death of Mr. Hosmer M. Johnson, supervising principal of the seventh division. For more than 35 years Mr. Johnson served the schools first as a teacher, and later as principal of the Eastern High School. Since 1900 Mr. Johnson has been the administrative and supervisory officer in charge of the elementary schools in southeast Washington.

"The passing of this loyal and faithful official has brought sorrow to the many teachers and principals who have served under his leadership during the years of his administration of the schools of the seventh division. His death occurred at Garfield Hospital on Sunday morning, May 30. Three days later friends, associates, school officials, and members of the Board of Education gathered with the bereaved family at the Metropolitan Methodist Church to pay their last tribute to a life devoted to the public schools of this city.

"He was a man beloved by many; gentle and considerate of all with whom he had to deal. Unassuming in manner he was guided by Christian principles and high ideals. His contact with pupils and teachers was an influence for good.

"The superintendent recommends that this record of the death of Mr. Johnson be spread upon the minutes of this meeting, and that the board's expression of regret and condolence be sent by the secretary to the bereaved family."

7. APPOINTMENT OF MISS ELIZABETH A. HUMMER, SUPERVISING PRINCIPAL

The vacancy of the supervising principalship of the seventh division caused by the death of Mr. Johnson was filled by promoting Miss Elizabeth A. Hummer, teacher of geography at the Wilson Normal School.

Miss Hummer is a graduate of the Washington High and Normal School and holds the degrees of B. S. and M. A. from George Washington University.

Miss Hummer has had a long and successful experience in the Washington schools. She was appointed a practice teacher in the normal schools on September 1, 1892, and in addition has been an instructor in psychology and geography in this school. On October 1, 1924, Miss Hummer was promoted

from her position in the Wilson Normal School to director of intermediate instruction for one year, following the death of Mr. Alexander Tait Stuart, who formerly held this position.

8. RETIREMENT OF MISS ANNIE M. WILSON, DIRECTOR OF DRAWING

At the meeting of the Board of Education on June 16, 1926, the board approved the retirement of Miss Annie M. Wilson, director of drawing, to take effect at the close of the school year. In recommending Miss Wilson's retirement, the superintendent submitted the following sketch concerning her service in the schools:

"Miss A. M. Wilson has served continuously in the drawing corps of our schools for more than 50 years. She began her work in one of the so-called grammar schools before any of the high schools had been organized in this city. For many years Miss Wilson was in charge of the work in drawing at the old Central High School. Hundreds of men and women throughout the city remember Miss Wilson as their teacher of drawing during their high-school days.

"Since 1906 Miss Wilson has been the director of drawing in the elementary schools, Divisions I to IX. Her influence in the field of fine arts has been felt throughout our school system. In this field she has always been a most enthusiastic leader.

"The superintendent wishes to recommend that the Board of Education congratulate Miss Wilson on the culmination of a successful and useful career as teacher and officer. She is one of the first to benefit by the more generous provisions of the new retirement law recently approved by the President."

9. APPOINTMENT OF MISS ETHEL BRAY, DIRECTOR OF DRAWING

Upon recommendation of the superintendent, the Board of Education appointed Miss Ethel Bray as successor to Miss Wilson. Miss Bray is a graduate of the Indiana State Normal School at Brazil, Ind., and holds a degree of Ph. B. with major in art from the University of Chicago. She has received the degree of M. A. from teachers' college, Columbia University, specializing there in art methods, design, art appreciation, and industrial arts. Miss Bray has had experience as supervisor of art in the city schools of Brazil, Ind., and has been instructor in art and art critic teacher at the Indiana State Normal School. Miss Bray has had excellent training in public-school art instruction and her testimonials from school officials under whom she has served commend her ability in the most favorable terms.

10. APPOINTMENT OF A. H. JOHNSON, DIRECTOR OF MUSIC

The position of director of music in Divisions X to XIII was vacant during the greater part of the school year 1925-26, due to the demotion of the former director, Miss Josephine Wormley, to a position as teacher of music.

At its meeting on October 21, 1925, the Board of Education appointed Mr. R. Nathaniel Dett, of Hampton Institute, Hampton, Va., to the position of director of music for Divisions X to XIII, effective on and after October 22, 1925. Subsequently, on November 16, 1925, Mr. Dett notified the Board of Education through the first assistant superintendent in charge of colored schools that because of the pressure brought to bear by the citizens of Hampton and the faculty and student body of Hampton Institute to have him continue his work at Hampton he declined to accept the appointment tendered him as director of music in Divisions X to XIII of the public schools of Washington, D. C.

Miss M. C. James, teacher of music in the Miner Normal School, assisted in the supervision of the work throughout the school year, and on March 8, 1926, was promoted temporarily to the position of director of music. It was understood at that time that the position would be filled on July 1 by the appointment of Mr. A. H. Johnson, who was under contract to complete his year's service at Cheyney State Normal School, Cheyney, Pa.

At the meeting of the Board of Education on June 16, 1926, the board approved the appointment of Mr. A. H. Johnson as director of music in Divisions X to XIII, effective July 1, 1926.

Mr. Johnson has completed four years of the course in music at the school of music at Yale University. He received from that institution a certificate of proficiency in the theory of music (1921), and a certificate in supervision of public school music (1920). In addition to the foregoing Mr. Johnson also completed at the school of music, Yale University, a course in public-school music.

Mr. Johnson has had five years' experience as teacher and supervisor of music at Cheyney State Normal School, Cheyney, Pa., September, 1916, to September, 1919, and September, 1924, to June, 1926, two years' experience as supervisor of public school and community music at Winston-Salem, N. C., and director of music, Slater State Normal School (Winston-Salem Teachers College), Winston-Salem, N. C., September, 1922, to September, 1924.

11. RESIGNATION OF MRS. CECIL NORTON BROY, DIRECTOR OF COMMUNITY CENTERS

On June 24, 1926, the Board of Education received and accepted the resignation of Mrs. Cecil Norton Broy as director of community centers, to take effect July 15, 1926. In transmitting to the board the resignation of Mrs. Broy, the superintendent submitted the following statement:

"It is with regret that I present to the Board of Education the resignation of Mrs. Cecil Norton Broy, director of the community center department.

"Mrs. Broy, then Miss Cecil Norton, entered the service of the Washington public schools on September 1, 1910, as a first-grade teacher in the Curtis School. She was a graduate of our own Washington Normal School and while in the normal school displayed marked interest in community activities. On February 1, 1913, she was transferred to the new Grover Cleveland School as first-grade teacher. While occupying this position she was very active in assisting in the establishment of a community center located at this school. She gave of her time unsparingly and without compensation other than the satisfaction of engaging in the work which she loved in the developing of a splendid type of community service at this building. She later was transferred to the Park View School and continued her services as a volunteer worker in community center service. In 1917 she became the general secretary of the community center department and has served, with but a brief interruption, in that capacity up to the present time.

"Mrs. Broy has brought to her work an unselfish devotion and an intelligent and appreciative attitude toward the extension of the service of the public schools to the community. She has displayed a fine tact and sympathetic understanding in her relation with her coworkers. She has made a real contribution to the school system and to this city and she leaves to her successor an efficient organization possessing fine ideals of civic service."

12. APPOINTMENT OF MISS SIBYL BAKER, DIRECTOR OF COMMUNITY CENTERS

In recommending the appointment of Miss Sibyl Baker as director of community centers to fill the vacancy caused by the resignation of Mrs. Broy, the superintendent submitted to the Board of Education the following statement concerning Miss Baker:

"Miss Baker is a graduate of the public schools of this city and holds the degree of B. A. from Wellesley College. In addition she has taken special post graduate courses at Columbia University and New York University.

"Following is a record of her service in the Washington high schools:

"On October 16, 1906, Miss Baker was appointed to teach the subject of English in the Business High School.

"On September 30, 1918, Miss Baker was granted leave of absence to engage in war service.

"On February 19, 1919, Miss Baker was reinstated in the schools as a teacher of English in the Central High School.

"On July 1, 1921, Miss Baker was promoted to a Group B salary in her position for superior work.

"Miss Baker has not only rendered excellent service as a teacher but in addition has been most efficient and successful in dramatic work. She has done pioneer work in oral English and in dramatics and has supervised extra-curricula activities of pupils at the Central High School, in all of which she has been eminently successful.

"Miss Baker possesses personal characteristics which make her a force in social and educational gatherings. During the past year she has been president of the High School Teachers' Association."

SECTION III. PUTTING THE FIVE-YEAR SCHOOL BUILDING PROGRAM INTO EFFECT

The need for additional schoolhouse accommodations has been and still remains one of the most important educational matters before the citizens of Washington. The five-year school building program act which was passed by the Sixty-eighth Congress and approved by the President on February 26, 1925, is the most comprehensive and systematic school-building program ever undertaken for the public schools of Washington.

The act is a legislative authorization for making appropriations from year to year in order that the school children of Washington may be suitably housed in buildings adequate to provide the instruction and training which an up-to-date system of public education ought to provide.

The act also carries legislative authorization for improving the educational program in our schools by the establishment of larger elementary schools with free principals, for combined assembly hall-gymnasiums in the larger elementary schools to the end that adequate physical training facilities for the boys and girls may be carried on indoors, and for the organization of the school system as a whole on the 6-3-3 plan of organization, thereby establishing the junior high school as an integral part of the school system.

Since the school building program is of such vital importance at this time, it will be worth while to analyze the situation in some detail.

With the approval of the President, on February 26, 1925, Public Act No. 481 of the Sixty-eighth Congress became law. The title of that act is "An act to authorize a five-year building program for the public-school system of the District of Columbia which shall provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia."

PURPOSE, SCOPE, AND INTENT OF THE ACT

The purpose of the aforementioned act is stated in section 1 as follows:

"That it is the purpose of this act, which shall hereafter be known as the five-year school building program act, to provide a sufficient number of school buildings to make it possible: To abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary school classes to a standard of not more than forty pupils per class; to provide a five-hour day of instruction for elementary school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high school pupils thereby eliminating the 'double shift' program in the high schools; to provide for the annual increase in enrollment of pupils during said five-year period; and in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."

This act became effective July 1, 1925. The title and purpose of the act clearly indicate that the school building program carried in this legislation is to cover a period of five years, i. e., the appropriation bills for the fiscal years 1926, 1927, 1928, 1929, and 1930.

If additional proof of the intent of Congress to carry out this program in five years were needed, it could be found on page 21 of Report No. 1400 of the Sixty-eighth Congress, second session, which is the report of the committee on the bill, from which the following is quoted:

"The bill has been prepared with a view of accomplishing by June 30, 1930, those purposes stated in the preamble.

"Each year for a period of five years estimates for school buildings and grounds will cover such portions of the items contained in this bill as to insure the accomplishment of its purposes by June 30, 1930."

ACT MUST BE BASIS OF ESTIMATES

The closing section of the aforementioned act is as follows:

"SEC. 9. This act shall become effective on the 1st day of July, 1925, and estimates of expenditures for buildings and grounds for the public schools of the District of Columbia shall hereafter be prepared in accordance with the provisions of this act."

The school estimates for buildings and grounds for the fiscal years 1926 and 1927 were prepared by the Board of Education in accordance with the five-year school building program act.

It is the opinion of the Board of Education that the law not only requires the board to submit its estimates for land and building items in accordance with the legislative authorization providing for the school buildings and grounds carried in the act, but that the law also makes it equally incumbent on the Board of Education to submit estimates year by year, which shall carry out the provisions of the five-year school building program act within the five-year period. This the Board of Education has tried to do. If the law is carried into effect in this manner, it means that by June 30, 1930, appropriations will have been made for the purchase of all land, for the construction of all school buildings, and for the other school facilities authorized in this act.

TOTAL COST OF FIVE-YEAR BUILDING PROGRAM

The total estimated cost of the five-year school building program is \$20,185,000 or \$4,037,000 per year for five years.

In the discharge of its responsibility under the provisions of the law, the Board of Education has undertaken to secure an appropriation for each fiscal year of approximately one-fifth of the total estimated cost of the five-year school building program. It is obvious that if in any given fiscal year the actual appropriations for school buildings and grounds are less than \$4,037,000 subsequent appropriations must be increased by that amount if the five-year school building program act is to be made effective by June 30, 1930.

TOTAL APPROPRIATIONS FOR 1926 AND 1927

Exclusive of certain items for the completion of construction at Armstrong and Western High Schools, and Langley Junior High School, already under way, and not carried in the estimated cost of the five-year school building program act, the appropriations for land and buildings made available for the

fiscal year ending June 30, 1926, amounted to \$4,013,000. Of this amount \$1,495,000 was carried in the appropriation act for 1926; \$2,380,000 was carried in the second deficiency act, fiscal year 1925, approved March 4, 1925; and \$138,000 was carried in the first deficiency act, 1926, approved March 3, 1926. It is seen, therefore, that the appropriations made available for the fiscal year ending June 30, 1926, were \$24,000 below the one-fifth of the estimated cost of the five-year program.

The appropriation act for the fiscal year ending June 30, 1927 carries an appropriation for land and buildings amounting to \$2,450,000; this amount includes the reappropriation of \$154,000 originally made for the Park View School in the second deficiency act for 1925. This amount is carried here as an original appropriation and has, therefore, been eliminated from the amount indicated as appropriated and available for the fiscal year 1926.

Thus the appropriations for the fiscal year ending June 30, 1927, are seen to be \$1,587,000 below the one-fifth of the estimated cost of the five-year program.

In addition to the aforementioned amount of \$2,450,000, appropriated for 1927, the appropriation act also carries obligated appropriations amounting to \$850,000. These obligated appropriations will, of course, have to be carried in the estimates for 1928.

TOTAL APPROPRIATIONS SOUGHT FOR 1928

In accordance with its opinion that the law requires that the estimates for school buildings and grounds be so made from year to year as to accomplish the expressly stated purpose of the act by June 30, 1930, the Board of Education announced, at the annual meeting with the citizens associations, its intention to request appropriations for buildings and grounds in the Budget for 1928 sufficient to provide for, not only the one-fifth of the program allotted to this year, but also the accumulated shortages of the appropriation acts of 1926 and 1927. This amounted to \$5,648,000 as shown by the following tabulation:

	1926	1927	1928
The \$20,185,000 distributed into fifths by years.....	\$4,037,000	\$4,037,000	\$4,037,000
Appropriations by years.....	4,013,000	2,450,000	-----
Shortage for each year.....	24,000	1,587,000	-----
Total accumulated shortage in 1928.....			1,611,000
Appropriation required in 1928.....			5,648,000

TOTAL COST DISTRIBUTED AMONG ELEMENTARY SCHOOL DIVISIONS, VOCATIONAL SCHOOLS, AND HIGH SCHOOLS

As already indicated, the Board of Education proposed to request appropriations for buildings and grounds in 1928 amounting to approximately \$5,648,000. The distribution of this amount among the elementary schools in the 13 divisions of the city, the vocational schools, and the high schools is indicated in the following memorandum marked "Exhibit A." (See p. 41.)

This exhibit should be read in the following manner:

The "total estimated cost" of all items for buildings and grounds carried in the five-year school building program amounts to \$20,185,000. The estimated cost of elementary and junior high schools in the first division is \$2,094,000

By the end of 1928 three-fifths of the total cost should have been appropriated, amounting to \$1,256,400 for the first division.

Appropriations for 1926 for the first division amounted to \$275,000. Appropriations for 1927 amount to \$221,000. The sum of appropriations for 1926 and 1927 is \$496,000.

Deducting \$496,000, which has been appropriated, from \$1,256,400 gives a balance of \$760,400, the amount necessary to be appropriated in the Budget of 1928 if the five-year program is to be completed in the five years.

The figures following each one of the "divisions" of the city should be read and understood in the same manner.

EXHIBIT A

Total estimated cost of five-year school building program, distributed by divisions

Division	Total estimated cost ¹	Three-fifths of total cost, for three years	Deduct appropriations		Suggested for 1928 appropriations
			For 1926	For 1927 ²	
First.....	\$2,094,000	\$1,256,400	\$275,000	\$221,000	\$760,400
Second.....	15,000	9,000		17,500	
Third.....	3,560,000	2,136,000	1,138,000	525,000	473,000
Fourth.....	990,000	594,000	160,000	525,000	434,000
Fifth.....	1,878,500	1,127,100	25,000	605,000	497,100
Sixth.....	1,085,000	651,000	475,000	15,000	161,000
Seventh.....	525,000	315,000		100,000	215,000
Eighth.....	1,077,250	646,350		80,000	566,350
Ninth.....					
Tenth.....	1,670,750	1,002,450	370,000	267,500	364,950
Eleventh.....	1,142,000	685,200	55,000	285,000	345,200
Twelfth.....	292,500	175,500			175,500
Thirteenth.....	1,635,000	981,000	440,000		541,000
Vocational schools.....	200,000	120,000	75,000		45,000
High schools.....	4,020,000	2,412,000	1,000,000	180,000	1,232,000
				2,296,000	³ 5,802,000
				154,000	⁴ 154,000
Total.....	20,185,000	12,111,000	4,013,000	2,450,000	5,648,000

¹ "The total estimated cost" differs from the corresponding tabulation prepared a year ago, in that the estimated cost of junior high schools has been carried in the respective divisions, rather than being distributed as last year "between elementary and high schools, two-thirds to the former and one-third to the latter."

² The amounts of money for purchase of land are not specified by Congress in the appropriations bill for 1927. The amounts of money indicated therein are based on the preliminary estimates of the Board of Education.

³ From the mathematical total of this column has been deducted the \$8,500 by which the "appropriations for 1927" for the Second Division exceed the "three-fifths of the total cost."

⁴ Reappropriation of Park View item. The appropriations act does not limit the use of this money to any given purpose.

STATUS OF SCHOOL LAND AND BUILDING PROJECTS ALREADY APPROPRIATED FOR IN
THE FIVE-YEAR PROGRAM

The following is a complete list of all land and building items appropriated for in the five-year program and their status to date:

School or location	Purpose of appropriation	Appropriations by years			Obligated appropriations	Date of occupation	Probable date of completion
		Deficiency acts	1926	1927			
FIRST DIVISION							
Calvert Street (Oyster).	8-room building and A. H.-G.	\$175,000	-----	-----	-----	Sept. 20, 1926	
Potomac Heights-- Georgetown Junior (Gordon).	Land. Land. (Building.)	100,000	-----	(1)	\$200,000 \$275,000	-----	Jan. --, 1928
SECOND DIVISION							
Morgan-----	Land-----	-----	-----	(1)	-----	-----	
THIRD DIVISION							
Fifth and Decatur Streets (Barnard).	8-room building.	25,500	\$140,000	-----	-----	Sept. 20, 1926	
Brightwood Park (Truesdell).	Land. 8-room addition.	30,000	20,000 140,000	-----	-----	Sept. 20, 1926	
Fifth and Sheridan (Whittier).	8-room building.	27,500	140,000	-----	-----	do.	
Brightwood-----	Land. 16-room building and A.H.-G.	275,000	60,000	-----	-----	Sept. 20, 1926	
Fourteenth and Ogden.	Land-----	-----	-----	(1)	-----	-----	
Petworth-----	A. H.-G-----	-----	75,000	-----	-----	-----	June --, 1928
West-----	do-----	-----	75,000	-----	-----	-----	Do.
Sixteenth & Webster Alaska Ave. and Holly St.	Land-----	-----	(1)	-----	-----	-----	
Macfarland Junior.	Auditorium Wing-----	100,000 55,000	125,000	-----	-----	Apr. 10, 1926	
Brightwood Junior.	Land-----	-----	(1)	-----	-----	-----	Feb. 1, 1927
FOURTH DIVISION							
Adams-----	Land-----	160,000	-----	-----	-----	-----	
FIFTH DIVISION							
Park View?	Building-----	154,000	-----	-----	-----	-----	
Burroughs-----	8-room building A. H.-G.	-----	245,000	-----	-----	-----	Aug. 1, 1927
South Dakota and Rhode Island Aves. NE. (Woodridge).	Land-----	-----	25,000	-----	-----	-----	
Langley Junior-----	8-room building.	-----	160,000	-----	-----	-----	Aug. 1, 1927
Brookland-Woodridge Junior.	Building-----	-----	100,000	300,000	-----	-----	Jan. 15, 1928
Land-----	(1)	-----	-----	-----	-----	-----	
SIXTH DIVISION							
Wheatley-----	Land-----	-----	(1)	-----	-----	-----	
Stuart Junior High.	Building-----	475,000	-----	-----	-----	-----	Feb. 1, 1927
SEVENTH DIVISION							
Hine Junior-----	8-room addition.	-----	100,000	-----	-----	-----	Feb. 1, 1927
EIGHTH DIVISION							
Amidon-----	4-room addition.	-----	80,000	-----	-----	-----	Jan. 1, 1928

¹ The appropriation for land items in the 1927 Budget is in a lump sum.

² This sum was reappropriated for land in the 1927 Budget.

School or location	Purpose of appropriation	Appropriations by years			Obligated appropriations	Date of occupation	Probable date of completion
		Deficiency acts	1926	1927			
TENTH DIVISION							
Bruce.....	Land 8-room addition.		\$25,000 120,000				Aug. 1, 1928
Francis Junior.....	Land Building		50,000 175,000		\$267,500		Jan. 1, 1927
ELEVENTH DIVISION							
Smother.....	4-room addition.			85,000			Aug. 1, 1927
Garnet-Patterson Junior High.....	Land Building	\$55,000		200,000	\$275,000		Jan. 15, 1928
THIRTEENTH DIVISION							
Bell.....	Land and 8-room addition, A. H.-G. Building	215,000				Sept. 20, 1926	
Randall Junior.....		225,000					Jan. 1, 1927
VOCATIONAL SCHOOLS							
M. M. Washington.....	Land.....	75,000					
HIGH SCHOOLS							
McKinley.....*	Building	1,000,000					June 1, 1928
Business High.....	Plans			5,000			
Dunbar.....	Land			(1)			
	Land, 1927			857,500			
Total.....		2,518,000	1,495,000	2,450,000			

¹The appropriation for land items in the 1927 Budget is in a lump sum.

The above tabular statement shows—

1. That the auditorium at the Macfarland Jun'or High School, which was completed and occupied by the school on April 10, 1926, is the only construction work of any kind authorized in the five-year school-building program act which has been completed and put into operation.
2. That there are six elementary schools containing 56 classrooms provided for in the five-year program which it is expected will be completed and occupied on September 20, 1926.

At this rate of progress in schoolhouse construction, even if appropriations were made annually to put the five-year program into effect by June 30, 1930, the construction would not have been completed and buildings available in less than a year and a half or two years following that date.

CONGESTION IN 1924-25 AND FOLLOWING

The basis for determining the number and kind of schoolhouse accommodations needed in the five-year program was the annual study of congestion made on November 1 of each year, beginning in 1920, and a study of increased enrollments over a period of 12 years.

IN THE ELEMENTARY SCHOOLS

The following tabulation shows the results of that study for the years 1924-25 when the law was passed, and in 1925-26, one year after its passage:

Accumulated shortage of classrooms as of November 1

Classrooms needed	1924	1925
To eliminate portables.....	57	66
To eliminate rented quarters.....	24	26
To eliminate undesirable rooms.....	30	27
To reduce oversize classes.....	40	51
To eliminate part-time classes:		
Grades I and II.....	123	121
Above Grade II.....	6	6
Total.....	280	297
To abandon buildings recommended for immediate abandonment in 1908, still in use: John F. Cook, 8 rooms; Threlkeld, 4 rooms.....	12	12
To abandon buildings recommended for early abandonment in 1908, still in use: Abbot, 9 rooms; Adams, 8 rooms; Berret, 9 rooms; Bradley, 8 rooms; Force, 12 rooms; Jefferson, 20 rooms; Lincoln, 12 rooms; Webster, 12 rooms.....	90	90
To abandon other buildings now unfit for use: Bell, 8 rooms; Hamilton, 4 rooms; ¹ Tenley, 8 rooms; Arthur, 8 rooms; Brightwood, 8 rooms; Garnet, 12 rooms; Langdon, 10 rooms; Patterson, 8 rooms.....	66	62
Grand total.....	448	461

¹ New building occupied Sept. 21, 1925.

The above table shows a shortage of 448 classrooms in 1924 and of 461 in 1925, an increase of 13 classrooms due to the fact that the new classrooms opened did not take care of the increased enrollment.

IN THE HIGH SCHOOLS

The following tabulation shows the congestion in the high schools for the year 1924-25 and for 1925-26:

Evidences of congestion November 1

School	Capacity in 1925	Enrollment Nov. 1		Minus	Excess in 1925
		1924	1925		
Business.....	900	1,203	1,137	.....	237
Central.....	2,300	3,154	2,973	.....	673
Eastern.....	1,500	1,545	1,629	.....	129
McKinley.....	1,100	1,373	1,282	.....	182
Western.....	1,200	1,058	1,203	.....	3
Columbia Junior ¹	300	391	309	.....	9
Hine Junior ¹	150	148	177	.....	27
Jefferson Junior ¹	100	.....	145	.....	45
Langley Junior ¹	225	147	156	69	.....
Macfarland Junior ¹	225	197	195	30	.....
Powell Junior ¹	100	.....	115	.....	15
Armstrong.....	1,100	1,054	1,099	.....	.....
Dunbar.....	1,200	1,688	1,776	1	576
Randall Junior ¹	100	75	94	6	.....
Shaw Junior ¹	250	238	153	97	.....
Total.....	10,750	12,271	12,443	203	1,896
Minus.....	.....	.....	.....	.....	203
Net excess.....	.....	2,971	1,693	.....	1,693

¹ Ninth grade only in junior high schools.

The above table shows an enrollment of 2,971 pupils in high and junior high schools in excess of the capacity of the buildings in 1924 and of 1,693 pupils in 1925. This reduction of congestion by 1,278 pupils is due to the opening of additions to Armstrong and Western High Schools and the Powell Junior High School.

WHERE WE STAND ON JUNE 30, 1926

In undertaking to show where we stand on June 30, 1926, it is proposed to discuss the accumulated shortages of accommodations in elementary and high schools; and the enrollments and the changes in each during 1924-25 and 1925-26 due to an increase in attendance and the opening of additional accommodations during those years.

ELEMENTARY SCHOOLS

ACCUMULATED SHORTAGES IN ELEMENTARY SCHOOLS

By actual count the accumulated shortage of classrooms for elementary-school purposes on November 1, 1924, was 448. On November 1, 1925, this shortage had increased to 461 classrooms.

ENROLLMENT IN ELEMENTARY SCHOOLS

The enrollment in the elementary schools in 1924-25 showed a decrease of 253 pupils below the enrollment of 1923-24.

The enrollment in elementary school in 1925-26 showed an increase of 1,606 pupils over the enrollment of 1924-25.

Combining these two figures gives a total net increase for the two years of 1,353 pupils or an average increase for the two years of 676 pupils.

ELEMENTARY-SCHOOL BUILDINGS OPENED

Since July 1, 1924, when the five-year school-building program went into effect, certain buildings for elementary-school purposes already appropriated for have been opened as follows:

School	Number of class-rooms	Description	When occupied
Bancroft.....	9	New building.....	Sept. 22, 1924
Thomson.....	6	Addition.....	Sept. 29, 1924
Raymond.....	8	New building.....	Feb. 2, 1925
Janney.....	8	do.....	May 4, 1925
Health School.....	4	do.....	Sept. 21, 1925
J. F. Cook.....	16	do.....	Feb. 1, 1926

None of these buildings were carried in the five-year building program, although additions to three of them were so carried. These buildings already appropriated for when the five-year school building program act was passed were taken into the account when the total of classroom needs was established as a basis for that law.

BUILDINGS SOON TO BE OPENED

No elementary school buildings carried in the five-year school building program act have been completed and occupied between July 1, 1924, and June 30, 1926.

The following elementary school buildings are expected to be ready for occupancy when the next school year opens September 20, 1926:

School	Division	Number of class-rooms	Description	To be occupied
Oyster.....	I	18	New building.....	Sept. 20, 1926
Barnard.....	III	8	.....do.....	Do.
Truesdell.....	III	8	Addition.....	Do.
Whittier.....	III	8	New building.....	Do.
Brightwood.....	III	16	.....do.....	Do.
New Bell.....	XIII	18	Addition.....	Do.
Total.....		56		

¹ Also assembly hall and gymnasium.

BUILDINGS ALREADY APPROPRIATED FOR

The following buildings for elementary school purposes have already been appropriated for and are expected to be available for use on the date indicated:

School	Division	Number of class-rooms	Description	Probable date of completion
Petworth.....	III	(1)	Addition.....	June 1, 1928
West.....	III	(1)	.....do.....	Do.
Woodridge.....	V	8	New building.....	Aug. 1, 1927
Burroughs.....	V	28	Addition.....	Do.
Amidon.....	VIII	4	.....do.....	Jan. 1, 1928
Bruce.....	X	8	.....do.....	Aug. 1, 1928
Smothers.....	XI	4	.....do.....	Aug. 1, 1927
Total.....		32		

¹ Assembly hall and gymnasium.

² Also assembly hall and gymnasium.

JUNIOR HIGH SCHOOLS

The junior high school enrolls pupils of Grades VII and VIII of the elementary school and Grade IX or first year of the senior high school. The opening of a junior high school, therefore, brings relief from congestion both to elementary schools and to senior high schools.

BUILDINGS OPENED

As has already been stated, the auditorium-gymnasium at the Macfarland Junior High School is the first and only new construction carried in the five-year program which has been completed and occupied. This was made available for use on April 10, 1926.

This provided additional building facilities for physical training work rather than increasing the general capacity of the school.

BUILDINGS ALREADY APPROPRIATED FOR

The following is a list of the junior high schools which have been appropriated for under the five-year program:

School	Source of funds	Amount	Net capacity of new accommodations when completed		Description	Probable date of completion
			High-school pupils	Elementary rooms		
Gordon	{ Second deficiency, 1925. 1927 act.	\$100,000			Land	
	1927 act.	200,000	225	12	Building	Jan. 15, 1928
Macfarland	{ Second deficiency, 1925. 1926 act.	100,000	100	6	{ Gymnasium-assembly hall. Classroom wing	Apr. 10, 1926
Langley	{ First deficiency, 1926 1927 act.	125,000 55,000 100,000	150	9	Gymnasium-assembly hall and wing.	Feb. 1, 1927
Stuart	1926 act.	475,000	225	12	Building	Jan. 15, 1928
Hine	1927 act.	100,000	70	7	Addition	Feb. 1, 1927
Francis	1925 act.	5,000			Plans	Do.
Garnet-Patterson	1926 act.	175,000	225	12	Building	Jan. 1, 1927
Randall	1927 act.	267,500	225	12	do	Jan. 15, 1928
	Second deficiency, 1925.	200,000	75	3	Addition	Jan. 1, 1927
* Total			1,305	73		

The above table shows that junior high school buildings already appropriated for will provide accommodations for (a) 1,305 high-school pupils and (b) 73 classrooms for elementary-school pupils.

SENIOR HIGH SCHOOLS

ACCUMULATED SHORTAGES IN HIGH SCHOOLS

A study of the enrollments in the high schools as of November 1, 1924, shows a shortage of schoolhouse accommodations for 2,971 pupils.

To relieve this congestion appropriations had already been made for an addition to the Armstrong Technical High School and the Western High School and plans had been made for the opening of the Powell Junior High School. These additional facilities provided accommodations for 1,450 high-school pupils, leaving 1,521 pupils in excess of capacity.

Distributing this shortage equally over a period of five years would make it necessary to open additional accommodations for 304 pupils each year.

On November 1, 1925, enrollment in the high schools and junior high schools of pupils of high-school standing exceeded the capacity of the buildings by 1,693.

ENROLLMENTS

On the basis of a study of the enrollment in the high schools for 1913 through 1924 it was estimated that schoolhouse accommodations for 750 additional high-school pupils would be required each year to take care of increased enrollment.

The enrollment in the high schools in 1924-25 showed an increase of 551 over the enrollment in 1923-24.

The enrollment in 1925-26 showed an increase of 201 over the enrollment in 1924-25. Combining these two figures gives a total increase for the two years of 752 pupils or an average increase for the two years of 376 pupils.

BUILDINGS APPROPRIATED FOR

Relief from the congestion in high schools will be provided by the opening of junior high-school buildings which have already been discussed and by the opening of senior high-school buildings which will now be described.

M'KINLEY TECHNICAL HIGH SCHOOL

The "second deficiency act, fiscal year 1925," approved March 4, 1925, carries an appropriation of \$1,000,000, together with an obligated appropriation of \$2,250,000, for the construction of a new McKinley Technical High School. The plans have been completed and the contract let and it is expected that the building will be completed and ready for occupancy by September, 1928. It is estimated that the school will accommodate 1,800 pupils.

BUSINESS HIGH SCHOOL

The five-year school building program act contemplates the erection of a new building to house the Business High School. The appropriations act for 1927 carries an item of \$5,000 for preparing the preliminary plans for the building. It is planned that appropriations for this school will follow the final appropriations for the completion of the McKinley. It is planned to construct a school building which will accommodate 1,500 pupils.

GENERAL SUMMARY

I have presented in detail the facts regarding congestion in the schools which the five-year school building program act was intended to eliminate, the appropriations which have been made under the provisions of that act, and the amount of relief which the buildings already appropriated for will provide.

I propose now to put these facts into brief summarized statements to show by how much the appropriations up to date have fallen short of being two-fifths of the five-year program.

THE PROGRAM AS A WHOLE

Whereas the total cost of the five-year school building program is estimated to be \$20,185,000, or \$4,037,000 per year for five years, the total appropriations for the years 1926 and 1927 under this act were only \$6,463,000, or \$1,611,000 below two-fifths of the program.

Whereas the total estimated cost of the school buildings authorized for construction in the five-year school building program is \$16,925,000, the total appropriations for the years 1926 and 1927 under this act were only \$5,058,445, or \$1,711,555 below two-fifths of the five-year program.

Whereas the total cost of the land authorized for purchase in the five-year school building program is \$3,260,000, the total appropriations for the years 1926 and 1927 under this act were \$1,404,555, or \$100,555 above two-fifths of the five-year program.

ELEMENTARY SCHOOLS

Whereas the total estimated cost of elementary school buildings, exclusive of gymnasium-assembly halls, authorized for construction in the five-year school building program is \$7,600,000, the total appropriations for the years 1926 and 1927 under this act were only \$1,830,945, or \$1,209,055 below two fifths of the five-year program.

Whereas the total estimated cost of combination gymnasium-assembly halls authorized for construction in the five-year school building program is \$525,000, the total appropriations for the years 1926 and 1927 under this act were \$150,000, or \$60,000 below two-fifths of the five-year program.

Whereas the total estimated cost of grounds for elementary schools, exclusive of school playgrounds, authorized for purchase in the five-year school building program is \$1,715,000, the total appropriations for the years 1926 and 1927 under this act were \$842,055, or \$156,055 above two-fifths of the five-year program.

Whereas the total estimated cost of school playgrounds authorized for purchase in the five-year school building program is \$500,000, the total appropriations for the years 1926 and 1927 under this act were only \$32,500, or \$167,500 below two-fifths of the five-year program.

JUNIOR HIGH SCHOOLS

Whereas the total estimated cost of junior high school buildings authorized for construction in the five-year school building program is \$775,000, the total appropriations for the years 1926 and 1927 under this act were \$2,072,500, or \$52,500 above two-fifths of the five-year program.

Whereas the total estimated cost of grounds for junior high schools authorized for purchase in the five-year school building program is \$775,000, the total appropriations for the years 1926 and 1927 under this act were \$355,000, or \$45,000 above two-fifths of the five-year program.

SENIOR HIGH SCHOOLS

Whereas the total estimated cost of senior high school buildings authorized for construction in the five-year school building program is \$3,750,000, the total appropriations for the years 1926 and 1927 under this act were only \$1,005,000, or \$495,000 below two-fifths of the five-year program.

Whereas the total estimated cost of grounds for senior high schools authorized for purchase in the five-year school building program is \$270,000, the total appropriations for the years 1926 and 1927 under this act were \$175,000, or \$67,000 above two-fifths of the five-year program.

SECTION IV. THE NEW TEACHERS' RETIREMENT ACT

The passage of legislation amending the teachers' retirement law represents additional legislation looking toward the improvement of the teaching service in the District of Columbia. The purpose of this legislation is to provide a more adequate retirement provision for additional employees in the District of Columbia. This is done by increasing the maximum amount on which the teacher makes her contribution to the retirement fund, and by an increase in the amount which the Government contributes as its part of the teachers' annuity fund.

It is a significant fact worthy of particular mention that this legislation represents the first attempt made to modify the original teachers' retirement law, which was approved June 15, 1920. The success achieved in securing the prompt enactment of this legislation is undoubtedly largely due to the manner in which the legislation was organized and presented to Congress. At every step in the procedure, systematic efforts were made to secure unanimity of opinion among those concerned with the legislation before the next step was taken.

COMMITTEE ON LEGISLATION IN CHARGE

The legislation was in charge of the committee on legislation of the Board of Education, of which Mrs. William H. Herron was chairman. Rev. F. I. A. Bennett and Mrs. Coralie F. Cook were the other members. The teaching profession of Washington owes Mrs. Herron a debt of gratitude for her leadership in behalf of this legislation.

The superintendent and first assistant superintendents, Kramer and Wilkinson, participated in all conferences having to do with the legislation.

TEACHERS' COUNCIL COMMITTEE

The teachers' council was represented in the conferences by a committee, of which Miss M. Gertrude Young, principal of the Peabody-Hilton School, was chairman. Other members were: Mr. W. J. Wallis, head of department of mathematics; Miss H. C. Lasier, teacher, Central High School; Miss Mazie Rose, teacher, Jefferson Junior High School; Miss Evelyn Naylor, teacher, physical training department; Miss M. W. Tarr, teacher, Greenleaf School; Miss Lillian Shackelford, teacher, Henry Wilson School.

Frequent conferences were held by the above mentioned representatives of the school department with the auditor, Maj. D. J. Donovan, who represented the District government; with Herbert D. Brown, of the Bureau of Efficiency, which bureau had been officially requested to make an actuarial study of the status of the retirement fund and the operation of the law since its enactment on January 20, 1920; with F. J. Bailey representing the Bureau of the Budget. These conferences with representatives of the District government and the National Government were held for the purpose of securing unanimity of support for whatever legislation might be subsequently introduced into Congress.

For the teaching profession, the superintendent desires to record the grateful appreciation of the teachers and officers of the sympathetic interest and helpful assistance given the school officials by Major Donovan, Mr. Brown, and Mr. Bailey in the preparation of the bill for introduction into Congress.

On behalf of the great body of teachers in the District of Columbia who will profit by the improved retirement conditions carried in the bill, the superintendent thanks the teachers' council and the other representatives of teacher organizations for their part in securing this legislation. The undivided support of the teaching profession in Washington given this legislation was undoubtedly a material factor in securing an improved retirement law.

HEARINGS ON THE BILL

The first hearing on the bill was held before a subcommittee of the committee on the District of Columbia, of which Hon. Frank R. Reid, of Illinois, was chairman. Mrs. William H. Herron, chairman of the legislative committee of the Board of Education, was in charge and presented the following persons, who spoke for the bill:

Dr. F. W. Ballou, superintendent of schools.

Mr. John B. Larner, president Washington Loan & Trust Co. and former president of the Board of Education.

Mr. S. E. Kramer, first assistant superintendent of schools, Divisions I to IX
Mr. D. J. Donovan, auditor, District of Columbia.

Mr. Herbert Brown, Chief United States Bureau of Efficiency.

Mr. G. C. Wilkinson, first assistant superintendent of schools, Divisions X to XIII.

Miss M. Gertrude Young, chairman committee on teachers' retirement, teachers' council.

Miss F. C. Mortimer, president teachers' council.

Miss Selma Borchardt, chairman National Council Federation of Teachers.

Mr. M. Grant Lucas, representing Columbian Educational Association.

Miss Elizabeth Wilson, actuarial advisor, teachers' council.

Miss L. T. Shackelford, representing kindergarten and primary teachers, Divisions X to XIII, teachers' council.

Miss A. C. Keliher, secretary teachers' council.

Mr. G. H. Murray, representing junior and senior high-school teachers on teachers' council, Divisions X to XIII.

Mrs. E. C. Paul, chairman Washington Local Federation of Teachers.

Miss Rebecca Shanley, member committee on teachers' retirement, teachers' council.

Following the passage of the House bill, the Senate Committee on the District of Columbia, of which Senator Arthur Capper, of Kansas, was chairman, held hearings on the bill. The Senate approved the bill as it passed the House with one correction of a clerical error in the bill. The bill passed Congress and was approved by the President on June 11, 1926, and took effect July 1, 1926.

No person gave more generously of his time or showed a more sympathetic interest in the legislation than the auditor, Maj. D. J. Donovan. He frequently made helpful suggestions to the school officials in charge of the measure; he held many conferences with the Bureau of the Budget and with Mr. Herbert Brown of the Bureau of Efficiency, and made one of the most extended statements on the bill before the committees of Congress.

REPORT OF THE AUDITOR

In order that those interested in this legislation may have detailed information on the subject, I submit the auditor's report in full, in so far as it relates

to the general provisions of the bill. I have omitted only those detailed recommendations regarding amendments which were necessary to put into operation the general principles discussed by the auditor.

OFFICE OF THE AUDITOR OF THE DISTRICT OF COLUMBIA,
Washington, May 15, 1926.

To the COMMISSIONERS:

The following report is submitted on H. R. 10051 and S. 3362, each entitled "A bill to amend the act entitled 'An act for the retirement of public-school teachers in the District of Columbia,' approved January 15, 1920, and for other purposes." The two bills are identical, and this report therefore is applicable equally to each.

The purpose of the bill, as indicated by its title, is to amend the present teachers' retirement law and to provide more generous annuities to retired teachers, the increase in the annuities being met partly by a larger contribution by the teacher and partly by a larger contribution by the District of Columbia.

A number of conferences have been held by the auditor with members of the Board of Education, the superintendent of public schools, representatives of the teachers, and Mr. Herbert D. Brown, Chief of the United States Bureau of Efficiency, concerning the several amendments recommended in this report. There is complete agreement on the part of these several persons in the amendments as now submitted. The Director of the Bureau of the Budget, however, has informed the commissioners that the Government (District's) contribution of \$18 per year for each year of teaching service, but not exceeding 30 years, must be reduced to \$15 per year for not exceeding 30 years, so as not to be in conflict with the financial program of the President.

The principal features covered by the amendments are considered in the following order:

1. FIRST PART OF THE ANNUITY

Under the present law a teacher is entitled to 1 per cent of his average annual basic salary received by him during his whole term of service. The maximum amount that may be paid under the first part of the annuity is \$15 per year.

The amendment as carried in the two congressional bills proposes to allow the teacher as the first part of the annuity 1 per cent of his average annual salary received during the 10 years immediately preceding retirement for his whole term of service. Changing the basis upon which the computation of the first part of the annuity is made from the basic salary to the annual salary, and making the computation on the annual salary received during the 10 years immediately preceding retirement operates to the advantage of the teacher in permitting the payment of a larger annuity than under present law. The maximum amount of the first part of the annuity as proposed by the amendment is \$20 per year.

The auditor recommends the approval of the amendment as carried in the two congressional bills, subject to the limitation that for teaching service prior to July 1, 1926, no teacher shall be entitled to a greater service credit than 40 years. As the larger part of this prior teaching service is a cost payable wholly by the District, it is believed the limitation proposed by the auditor is both reasonable and proper, and, moreover, the limitation has been agreed to by all the parties in interest.

Under the present law longevity pay, session-room allowances, and the increase of compensation (bonus) heretofore paid to teachers is excluded in computing the first part of the teacher's annuity. Under the two congressional bills the amounts paid to the teachers for these several purposes is included in the total sum upon which the first part of the teacher's annuity is computed, subject to the maximum salary limitation of \$2,000 referred to later. The auditor recommends the approval of this amendment as it appears in those two bills.

2. MAXIMUM SALARY FOR PURPOSES OF DEDUCTIONS AND BENEFITS

Under the present law the contribution of the teacher can not be computed on a salary exceeding \$1,500. Under the amendment as carried in the two congressional bills the maximum salary is raised to \$2,000, and the auditor

recommends the approval of the amendment in this form. Raising the maximum salary operates to liberalize the first part of the teacher's annuity but wholly at the expense of the teacher.

3. MEDICAL EXAMINATION FOR DISABILITY

Under the present law the Board of Education has exclusive power and is not subject as a matter of law to any check in directing the retirement of school-teachers for disability. Under the two congressional bills it is provided that no teacher shall be retired by the Board of Education until examined under the direction of the medical officer of the District of Columbia in charge of medical and sanitary inspection of the public schools. The auditor believes it is entirely proper there should be some check on the right of the Board of Education to retire a teacher for disability. Therefore he proposes that the amendment in this respect shall provide for an examination under the direction of the health officer of the District of Columbia, and as a result of such examination, in his judgment, or in the judgment of two-thirds of the members of the Board of Education, there shall be a finding that the teacher is physically or mentally incapacitated for efficient service before the Board of Education can direct retirement on the ground of disability.

4. GOVERNMENT CONTRIBUTION

Under the present law the District of Columbia contributes to the teacher as the second part of his annuity the sum of \$10 for each year of his teaching service for his whole term of service. The two congressional bills propose a contribution by the District of \$20 for each year of teaching service for not exceeding 30 years. The auditor's recommendation was that the District's contribution be at the rate of \$18 for each year of teaching service for not exceeding 30 years. The Director of the Bureau of the Budget, however, has informed the commissioners, under date of May 14, 1926, as follows:

"Under the present law contribution to an annuity from District revenues is \$10 for each year of service without limit as to number of years of service. Under H. R. 10051 and S. 3362 the contribution is increased to \$20, with a limit of 30 years of service. Under the auditor's proposed substitute bill the contribution is made \$18, with a service limit of 30 years. I am authorized by the President to say that the proposed substitute bill will not be in conflict with his financial program if this contribution is made \$15."

5. MINIMUM ANNUITY

Under the present law the minimum annuity for retirement for superannuation is \$480 a year and for disability \$420 a year. The two congressional bills propose a flat sum of \$600 a year as the minimum annuity for retirement on either ground. The auditor recommended that the minimum annuity shall be computed on the basis of 1 per cent of the average annual salary received by the teacher during the 10 years immediately preceding retirement for his whole term of service plus a contribution by the District of Columbia of \$16 per year for 20 years for service less than 20 years. Under the direction contained in the letter of the Director of the Bureau of the Budget referred to the contribution must be reduced to \$15 per year.

6. APPROPRIATIONS

Under the present law and the existing practice of appropriating moneys to the teachers' retirement fund, Congress appropriates only such amount as may be necessary each year to pay annuities to teachers on the retired roll. In the fiscal year 1926 the appropriation for this purpose was \$61,000; and the District appropriation act for the fiscal year 1927 carries an appropriation of \$70,000. No change is proposed in this method of making appropriations by the provisions of the two congressional bills. The recommendation of the auditor, however, is that there shall be appropriations made each year by Congress to the teachers' retirement fund that will liquidate in a given time the District's accrued liability, fixed as of June 30, 1925, plus an additional appro-

priation each year to take care of the District's normal contribution. If the teachers' retirement fund is to be placed on a sound financial basis, the amendment proposed by the auditor should be enacted into law.

No actuarial valuation has yet been made of the operation of the teachers' retirement law from March 15, 1920, to the present time, although data to accomplish this purpose has been obtained from the records of the auditor's office and of the Board of Education by representatives of the Bureau of Efficiency, and the chief of that bureau, Mr. Herbert D. Brown, has kindly agreed to make such valuation when the opportunity presents itself.

Actuarial computations, however, have been made of the cost of the teachers' retirement law under the amendments proposed by the two congressional bills and modifications of those amendments and additional amendments recommended by the auditor, as well as under the reduced rate of contribution by the District from \$18 per year to \$15 per year.

Considering, first, the amendments as contained in the two congressional bills, the actuaries report that an appropriation representing 4.08 per cent of the annual pay roll should be made each year over a period of approximately 30 years to liquidate the accrued liability of the District, computed as of June 30, 1925. Based on the present pay roll this would call for an initial annual appropriation of \$230,540. To take care of the District's normal contribution calls for an additional appropriation of 2.16 per cent of the annual pay roll, or an initial appropriation, based on the amount of the present pay roll, of \$122,051. Therefore, for the first year the total appropriation required under the amendment proposed by the auditor, based upon the provisions of the two congressional bills, would be \$352,591. The amount of the appropriation to be made each year after the first year would depend upon an annual actuarial determination.

Under the changes in the two congressional bills recommended by the auditor, the actuaries report that 4.05 per cent of the pay roll should be appropriated during a period of approximately 30 years to liquidate the accrued liability as of June 30, 1925, and the initial appropriation for this purpose, based on the amount of the present pay roll, would be \$228,845. To provide for the normal contribution of the District to the teachers' retirement fund calls for an appropriation of 1.94 per cent of the annual pay roll, and the initial appropriation, based on the amount of the present pay roll, would be \$109,620. The total initial appropriation for both purposes under the changes recommended by the auditor amounts to \$338,465.

Under the change required to be made as set forth in the letter of the Director of the Bureau of the Budget, reducing the District's contribution to \$15 per year for not exceeding 30 years, 3.48 per cent of the pay roll should be appropriated during a period of approximately 30 years to liquidate the accrued liability as of June 30, 1925, and the initial appropriation for this purpose, based on the amount of the present pay roll, would be \$196,637; and to provide for the District's normal contribution, 1.65 per cent of the annual pay roll is required, and the initial appropriation, based on the amount of the present pay roll, would be \$93,233, or a total initial appropriation for both purposes of \$289,870.

7 OUTSIDE TEACHING SERVICE

Under the present law a teacher appointed to the public schools of the District of Columbia may receive credit for teaching service in schools outside the District of Columbia for annuity purposes for not exceeding 10 years without cost to the teacher. Under the congressional bills it is proposed that the teacher may elect to receive credit for teaching service outside the public schools of the District of Columbia for not exceeding 10 years, provided the teacher shall deposit to the credit of the teachers' retirement fund a sum equal to the contributions that would have been required of the teacher if such service had been rendered in the public schools of the District of Columbia, with interest at 4 per cent per annum, compounded annually. Should the teacher elect not to purchase outside teaching service he would not be entitled to credit for such service in the computation of his annuity at the time of his retirement. The auditor recommends the approval of this amendment.

8. REINSTATEMENT OF TEACHER

Under the present law a teacher who has been separated from the public schools of the District of Columbia is not required upon reinstatement to

redeposit the contributions withdrawn by him from the retirement fund at the time of his separation but is nevertheless entitled to credit for all previous teaching service in the computation of his annuity. Under the congressional bills it is required that the teacher shall upon reinstatement redeposit the contributions withdrawn by him from the retirement fund on his separation, failing which he shall not be entitled to credit for his previous teaching service in the computation of his annuity. The auditor recommends the approval of this amendment, with the additional provision added thereto that no credit for previous service shall be given in any case of reinstatement where the teacher has been separated from teaching service in any public-school system for more than five years.

9. OPTIONAL BENEFITS

Optional benefits are not provided for under the present law nor under the two congressional bills. The auditor recommends the approval of an amendment for optional benefits under which, in the case of the death of an annuitant, no part of the deductions made from his salary, with the interest thereon to the credit of his account, shall be returned to his estate unless prior to his retirement he shall have selected, under the provisions of such rules and regulations as the Commissioners of the District of Columbia shall prescribe, an annuity which shall carry with it a provision for the return of the unpaid principal, or for the continuance of all or part of the annuity as a survivorship annuity.

10. ACTUARIAL VALUATION

Under the present law an actuarial valuation is required to be made every third year. Under the congressional bills this valuation is required to be made each year. The auditor agrees that an actuarial valuation annually is desirable.

11. TEACHERS ON RETIRED ROLL

Under the present law teachers on the retired roll receive 1 per cent of the average annual basic salary paid to them during their whole term of service plus a contribution by the District of Columbia of \$10 per year for each year of their whole term of service. Under the congressional bills teachers on the retired roll would receive benefits of increased annuities through the allowance of 1 per cent of their average annual salary (as against average annual basic salary under present law), which shall include longevity pay, session-room allowance, and increase of compensation (bonus) received by the teacher during the 10 years immediately preceding retirement for his whole term of service plus a contribution by the District of Columbia of \$20 per year for not exceeding 30 years. The auditor recommended the approval of this amendment, subject to a reduction in the contribution by the District of Columbia from \$20 to \$18 per year, for not exceeding 30 years, and with the provision that no reduction shall be required in the amount of the annuity now being paid to any retired teacher. Under the direction contained in the letter of the Director of the Bureau of the Budget, the District's contribution must be reduced to \$15 per year for not exceeding 30 years.

The maximum annuity payable to a teacher under existing law, based upon 30 years' service, is \$750, the teacher contributing \$450, or 60 per cent, and the District of Columbia \$300, or 40 per cent.

Under the substitute amendment recommended by the auditor the maximum years' service would be \$1,200, the teacher contributing \$600 and the District of Columbia \$600.

Under the substitute amendment recommended by the auditor the maximum annuity for 30 years' service would be \$1,140, the teacher contributing \$600, or 53 per cent, and the District of Columbia \$540, or 47 per cent.

Under the substitute amendment approved by the Budget Bureau the maximum annuity for 30 years' service would be \$1,050, the teacher contributing \$600, or 57 per cent, and the District of Columbia \$450, or 43 per cent.

After 30 years of service the District of Columbia would no longer contribute to the annuity of the teacher, but the teacher's contribution will continue until

his retirement. The increase in the amount of the annuity after 30 years is therefore the increase represented solely by the teacher's continued contributions.

It is requested that the commissioners, in submitting their report to the chairmen of the Senate and House Committees on the District of Columbia, recommend favorable action on S. 3362 and H. R. 10051, subject to the amendments of the auditor and to the limitations of \$15 per year for not exceeding 30 years as the District's contribution to the annuity of the teacher, in conformity with the statement of the Director of the Bureau of the Budget that he is authorized by the President to say that "the proposed substitute bill will not be in conflict with his financial program if this contribution is made \$15."

D. J. DONOVAN,
Auditor of the District of Columbia.

The above report of the auditor represents the combined agreements of all parties concerned in this legislation, with the exception of the provision suggested by the Bureau of the Budget, limiting the contributions of the Government to a period of 30 years.

The report of the committee of the House on this point is as follows:

"It is to be noted that the bill now before the House accepts every modification proposed by the auditor in his report except the provision to limit the contributions of the Government to a period of 30 years. Your committee feels that it would be more equitable to make this period of contribution 40 years in accord with the limitation of service payment for the teachers as proposed in this bill."

The report of the Senate Committee on the District of Columbia has this to say with regard to the provision of 40 years as carried in the House bill, rather than 30 years as recommended by the Bureau of the Budget:

"The bill is the outcome of careful study and conference by and between representatives of the teachers' council, the Board of Education, the superintendent of public schools, the District commissioners, District auditor, United States Bureau of Efficiency, and the Budget Bureau. It has the unqualified approval of all, except that the Budget Bureau recommended limitation of the District government's contribution to a period of 30 years instead of 40 years. Inasmuch, however, as the District government under present law contributes for an unlimited period (though a somewhat smaller amount), and as the teachers themselves, under the proposed bill, will continue to contribute to the very end of their term of service, in some cases exceeding 50 years, the House of Representatives and your committee have approved the provision for a maximum of 40 years' contribution by the District government. In many cases, probably the majority, the District government's contribution will not extend over such a long period as 40 years.

"Under the present law, which this bill corrects, several teachers who have been retired because of physical or mental disability receive as little as \$420 per year. The average amount of annuity received by those on the retired list is approximately \$750, and only four of the 83 annuitants receive as much as \$1,000 though in many cases the service records cover a period of more than 50 years. The maximum period of service of any of those on the retired list is 56½ years. Undoubtedly the passage of this bill would tend to increase the efficiency of the teaching staff of the District, inasmuch as teachers who have given the best years of their lives to the public-school service hesitate to retire, and the Board of Education is reluctant to force retirement even in cases of undoubted disability due to advanced age or lowered physical condition, because of the utter inadequacy of present annuities. The present situation, therefore, is detrimental not only to the interests of the teachers but of the school children of the District of Columbia.

"Another reason for recommending a maximum of 40 years' contribution by the District government, instead of 30 years, is that otherwise teachers of long service retiring hereafter will receive less than those already retired under the provisions of the present law."

The law as passed provides for a contribution of \$15 per year of service over a period of 40 years.

SECTION V. THE WORK OF THE BOARDS OF EXAMINERS

The boards of examiners are established by law for the purpose of conducting the examinations held to qualify persons for appointment to teaching and other positions in the school service. For this function two boards of examiners are provided, one for Divisions I to IX, white schools, and the other for Divisions X to XIII, colored schools.

All persons desiring teaching positions in the school service, except the graduates of the Wilson Normal School and the Miner Normal School, are required by law to pass a written and oral examination prescribed by the board of examiners.

Each board is made up of the superintendent of schools as chairman *ex officio*, a chief examiner, and not less than four nor more than six additional members appointed by the Board of Education from among the teaching and supervisory staff of the public schools. With the exception of the chief examiner in Divisions I to IX who devotes his time exclusively to this position, all members of the boards of examiners serve without additional compensation. The following reports of the chief examiners give detailed information regarding the scope and character of the work carried on by the respective boards and are presented as a part of the superintendent's report.

BOARD OF EXAMINERS, DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS.

SIR: This report consists of two parts: I. Synopsis of examinations; II. General comments.

I. SYNOPSIS OF EXAMINATIONS

Number taking, 641; number passing, 275.

NOTES

(1) The number appearing first within each parenthesis represents the number taking the examination; the number appearing second represents the number passing.

(2) No one was reported as passing who had not submitted all proofs of qualifications demanded and had not been certified as physically eligible to teach by the medical authorities.

(3) There was a decided falling off in the number of those taking the examinations because of the small number of appointments during the year just closed.

A. REGULARLY SCHEDULED EXAMINATIONS (503-210)

1. September 10, 1925: Day junior high, 2a salaries, credentials (29-11).
September 10-11, 1925: Day junior high, 2a salaries, written (32-10).

2. December 22-23, 1925—Special subjects (92-54). Day senior high, 3a salaries, written (32-24) : Art (8-8), domestic art (4-3), domestic science (4-3), mechanical drawing (5-3), music (5-4), physical training—Men (2-1), women (4-2). Day junior high, 2c salaries, (21-11) : Art (5-2), domestic art (4-2), domestic science (2-1), mechanical drawing (3-3), music (4-3), physical training—Men (1-0), women (2-0). Day elementary, 1a salaries, (39-19) : Art (4-4), domestic art (10-4), domestic science (3-2), music (8-6), physical training (6-2), manual training (5-0), painting (1-0), sheet metal (2-1).

3. March 30-31, 1926—Academic subjects (191-68) : Day senior high, 3a salaries (135-49)—Applied arithmetic (3-1), biology (4-2), chemistry (2-1), English (30-14), French (10-4), general science (6-3), history (23-8), Latin (8-3), mathematics (19-3), physics (4-1), science of accounts (2-1), Spanish (11-3), Gregg shorthand and typewriting (13-5). Day junior high, 2c salaries (56-19)—Applied arithmetic (2-1), English (18-7), French (3-0), general science (9-4), history (9-2), Latin (1-1), mathematics (5-0), science of accounts (1-1), Gregg shorthand and typewriting (8-3).

4. May 22, 1926: Day junior high, 2a salaries, written (34-11).

5. June 4, 1926: Day junior high, 2a salaries, credentials (45-19).

6. June 4, 1926: Administrative and teaching principalships in elementary schools (36-20), administrative (25-17), teaching (11-3).

7. June 15, 1926: Annual substitutes, credentials (44-17)—Field No. 1 (18-8), field No. 2 (7-4), field No. 3 (8-0), field No. 4 (11-5).

B. SPECIAL EXAMINATIONS (125-65)

1. Clerks (74-19) : November 7, 1925, stenographers (20-6) ; April 17, 1926, stenographers (16-2) ; June 12, 1926 (38-11)—Stenographers (17-2), general clerical (21-9).

2. Elementary schools (6-6) : May 22, 1926, plumbing (1-1) ; June 15, 1926, atypical (1-1), ungraded (3-3), orchestral (1-1).

3. Special qualifying examinations (35-35). (NOTE.—Each a separate examination.) Night schools (19-19), elementary schools (8-8), junior high schools (5-5), senior high schools (1-1), census enumerators (2-2).

4. June 14-22, 1926, Wilson Normal School, credentials (10-5) (demonstration lesson and oral examinations) : Kindergarten theory and practice (2-1), principles of education and teaching (1-1), geography (2-0), practice teaching in primary grades (4-3), practice teaching in kindergartens (1-0).

C. OUTSIDE THE SYSTEM (13-)

1. January 20-21, 1926: Preliminary Annapolis Academy (13-).

II. GENERAL COMMENTS

The regular meetings of the board of examiners occurred on Thursday of each week throughout the year beginning at 3 p. m. except when it was impossible to have them, in which case due notice was given to all parties concerned.

Forty-nine meetings were held, 17 during the month of June, varying in length from one and one-half hours to five hours. The minutes of the various meetings show in detail the matters considered. A brief summary of the most important matters follows:

1. NEW REGULATIONS

The circular with reference to examinations for 1925-26 contained new regulations, due notice of which had already been given, and stated that other regulations would appear in future circulars and that dates would be set on and after which they would become effective.

(a) *Closing of examinations and reporting merged lists of eligibles.*—1. No one shall be admitted to any examination unless actually eligible to take the examination at that time and has furnished satisfactory proofs of the same.

2. An examination is completed and declared closed on the Tuesday before the third Wednesday in February or June, as the case may be, next following the date of the examination in question, and beyond that date no further consideration will be given to the cases of those who took said examination and whose record is incomplete.

3. The names of those who have furnished proofs of eligibility, etc., and have passed all required examinations shall be certified to the Board of Education upon the completion of the examination, and necessary appointments shall be made from the merged lists complete by that date.

Provision No. 2 was put in Circular of Examinations for 1925-26. Provisions No. 1 and No. 2 are to appear in future circulars. It is obvious that the date for closing the Easter examination because of provision No. 1 will come much earlier than that set for 1925-26. The exact date will be determined and inserted in the circular for 1926-27.

(b) *Citizenship.*—The following rule proposed by the board of examiners was adopted by the Board of Education at its meeting of November 3, 1925:

"On and after November 4, 1925, no person shall be appointed to any position in the public schools of the District of Columbia who is not already a bona fide citizen of the United States or who has not already taken out papers to become a naturalized citizen of the United States and is not at the time of appointment taking all steps necessary to perfect the same. In each case certified evidence from the proper authorities must be submitted."

2. *Administrative and teaching principalships.*—There were two plans of promotion promulgated during the year, one for the year 1925-26, the other for the year 1926-27. Early in the year a plan was drawn up after consideration of the following plans:

1. That considered during the year 1924-25.
2. That proposed by a teaching group during the year 1924-25.
3. That proposed by the Teachers' Council.
4. The recent Group B plan.
5. The recent junior high school 2a plan.

The final plan promulgated for 1925-26 was that adopted by the assistant superintendents in joint session and lists were prepared in accordance therewith for 1925-26. Later the plan adopted by the assistant superintendents for 1926-27 was promulgated as the basis for formation of eligible lists for 1926-27.

A very careful and comprehensive system of marking based wherever possible upon information furnished from official sources was used for both of the above examinations.

3. *Annual substitutes.*—The plan which had been in force to obtain annual substitutes for the year 1925 was modified in several particulars, chief among which was the requirements as to choice of subjects in the senior high school general field so as to obtain a body of substitutes with more diversified experience.

4. *Junior high schools (2a salaries).*—Special letters were sent to those in the system who had applied to take credentials examinations urging them to complete the eligibility requirements as it was the intention to have no more such examinations after July 1, 1926, and that one list of those qualifying either by credentials or by written examinations would be submitted to the Board of Education at the close of the school year 1925-26. A special comprehensive circular with reference to the formation of lists of eligibles for junior high school 2a salary positions was sent out to the entire public-school system as well as to all those applying from outside the system. Although the new plan was distinctly to the advantage of the older teachers in the system and they were so informed, only one or two took advantage of it. No examinations in Latin, French, or Spanish are to be held for 2a salary positions.

5. *Normal-school teacherships.*—Plans for appointment or promotion to normal-school teacherships were discussed at length and tentative plans submitted to the superintendent. The plan promulgated was that adopted by the superintendent and first assistant superintendents in conference with the chief examiners. Owing to the shortness of time, the newness of the stipulated requirements, and the small salaries available for such positions the results were not gratifying.

6. *Clerks.*—Great difficulty has been experienced in obtaining list of eligibles for positions as stenographers due either to too high prerequisite qualifications or insufficient notice. It may be that the salary inducement is not sufficiently attractive.

7. *Placing.*—Placing rules were amended so as to allow placing for senior high-school (3a salaries) appointees for teaching in accredited colleges and normal schools when such teaching was in reality of high-school subjects, and high-school methods were used. The "placing" situation is normal.

8. *Retirement.*—Much time has been spent in making certificates for retirement purposes.

9. *Group B.*—Proposed plans for promotion to Group B were considered briefly and preliminary report is to be made at the meetings in September, 1926.

10. *Special teachers in elementary schools.*—The prerequisite qualifications for such applicants to enter our examinations have been the subject of many hours of consideration. The main difficulties in the way have been: (1) The lack of uniformity in the courses in the two normal schools; (2) the difference in emphasis placed upon those subjects which differentiate one course from another.

11. *Nomenclature of high-school subjects.*—A serious obstacle in the way of preparing a general circular of information as to the equalization of fields of work to constitute major subjects has been the lack of standardization in the nomenclature of high-school subjects. Much study has been given to this work and the board of examiners is awaiting the opinion of the high-school principals with reference to certain tabulated suggestions made by the board of examiners.

12. *Credentials.*—The checking up of examinations and evaluation of credentials submitted by applicants as a required part of examinations is fast assuming proportions of such magnitude as to put upon the board of examiners a vast amount of clerical work which makes it impossible for it to function properly. It is vitally necessary that work in this respect be reduced to a minimum under present conditions. The board can get help in the correction

of examination papers. It can get none in the matter of handling the mass of certificates which pour in.

In conclusion, the board of examiners desires to express its profound sense of loss, both personally and officially, because of the recent sudden death of Mrs. Frances E. Buckingham, for two years a member of the board of examiners. It came as a distinct shock to all of us.

The board of examiners will be without the services of Miss Sarah E. Simons, head of the department of English in the high schools, who has served continuously since the passage of the organic act of 1906.

The ever-increasing heavy duties devolving upon Miss Simons as head of the English department rendered it impossible for her to remain on the board of examiners, and at her own request she has been relieved of those duties which had been performed so efficiently and at such great personal sacrifice during the past 20 years. Together we organized the board of examiners in 1906 and continued it through all the periods of the greatest stress and strain, and it is with genuine regret that I must say good bye to Miss Simons as a member of the board on which she has rendered such invaluable service to the public schools of Washington.

Thanking the members of the board of examiners and you, Doctor Ballou, for all your many courtesies and kindnesses, I am,

Yours respectfully,

HARRY ENGLISH, *Chief Examiner.*

BOARD OF EXAMINERS, DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS.

SIR: The work of the board of examiners, Divisions X to XIII, for the school year 1925-26 is reported as follows: I. Examinations: (1) Written, (2) credentials, (3) qualifying. II. Placements.

I. Examinations

1. WRITTEN

Date	Type	Subject	Number taking	Number passed
Dec. 21, 1925.....	Senior high (3A).....	Bricklaying..... Domestic art..... Domestic science..... Free-hand drawing..... Mechanical drawing..... Millinery..... Physical training..... Printing.....	1 2 3 1 1 1 1	1 1 2 0 0 1 0 0
			11	5
Do.....	Vocational (1A).....	Domestic art..... Domestic science..... Woodwork.....	3 4 2	0 0 0
			9	0
Do.....	Elementary (1A).....	Physical training..... Atypical..... Nature study..... Music..... Ungraded boys..... Ungraded girls.....	1 1 2 2 2 1	0 0 0 1 1 1
			9	3

I. Examinations—Continued

1. WRITTEN—Continued

Date	Type	Subject	Number taking	Number passed
Mar. 29, 1926.	Senior high (3A)	Biology..... Chemistry..... English..... French..... Commercial geography..... History, A. and M..... History, E. and M..... History, M. and M..... Music..... Latin..... Mathematics..... Science of accounts..... Spanish.....	2 3 15 3 1 3 6 1 2 2 2 3	2 2 6 2 0 1 2 0 2 1 1 0
			49	20
Do.	Junior high (2C)	English..... General science..... History, E. and A..... Mathematics..... Spanish.....	4 3 1 3 1	3 1 0 0 0
			12	4
Do.	Junior high (2A)	Clerical practice.....	6	1
May 20, 1926.	do.	English and history..... English and general science..... Home economics..... Fine arts.....	2 1 1 2	0 0 0 2
			6	2

2. CREDENTIALS

Sept. 17, 1925.	Senior high (3A)	Annual substitutes.....	5	5
	Elementary (primary)	do.....	17	13
	Elementary (intermediate)	do.....	8	7
			30	25
Oct. 15, 1925.	Elementary	{Teaching principals..... (Administrative principals.....	11 12	7 10
			23	17
May 22, 1926.	Junior high (2A)	{English and geography..... English and history..... English and mathematics..... Mathematics and history..... Mathematics and geography..... Mathematics and general science..... History and general science..... Domestic art..... Music..... (Physical training.....	3 5 1 2 1 3 1 3 1 1	1 5 1 2 1 3 1 0 1 1
			21	16
June 4, 1926.	Elementary	{Teaching principal..... (Administrative principal.....	12 18	9 13
			30	22
June 15, 1926.	Senior high (3A)	Annual substitutes.....	4	2
	Junior high (2C)	do.....	3	3
	Elementary (primary)	do.....	12	7
	Elementary (intermediate)	do.....	3	3
			22	15

I. Examinations—Continued

3. QUALIFYING

Date	Type	Subject	Number taken	Number passed
Sept. 24, 1925	Junior high do	Annual substitutes Sheet metal	2 1	2 1
	Normal	Principles of education	1	1
Oct. 2, 1925	Night	Shorthand	1	1
	Junior high	Woodwork	1	1
	Normal	Case sociology	1	1
	Senior high	Building trades	1	1
Oct. 6, 1925	Night	Bricklaying	1	1
	Elementary	Delinquent	1	1
Oct. 24, 1925	Director	Music	1	1
	Elementary	Ungraded boys	3	3
	do	Ungraded girls	1	1
Dec. 1, 1925	High	Military instructor	1	1
Dec. 4, 1925	Elementary	Ungraded boys	1	1
Feb. 16, 1926	Head of department	Business practice	1	1
Feb. 17, 1926	Director	Music	1	1
May 15, 1926	Vocational	Bricklaying	1	1
			20	20

SUMMARY OF EXAMINATIONS

Subject	Number taking	Number passed
Written	102	35
Credentials	126	95
Qualifying	20	20
Total	248	150

II. Placements

Placements allowed	14
Placements disallowed	7
Total	21

Very sincerely,

MARION P. SHADD,
Chief Examiner, Divisions 10-13.

SECTION VI. EDUCATIONAL RESEARCH IN WASHINGTON PUBLIC SCHOOLS

Educational research is carried on in the public schools of the District of Columbia under the direction of two assistant superintendents, one in Divisions I to IX and one in Divisions X to XIII. The work of these two officers has to do largely with giving general intelligence tests and educational achievement tests to children throughout the school system, particularly in the elementary and junior high schools.

In many instances these tests reveal striking differences among children of the same grade as to their general ability, their rate of school progress, and other conditions relating to their status in the schools.

This information gathered by the research departments is placed at the disposal of the school officials and the teachers who are responsible for the grouping and the instruction of these pupils.

This information, along with other information concerning the pupils, is used as a basis of classifying pupils in such a manner as to make it possible for the pupils to get the largest amount of benefit from the instruction provided. Every effort is made to adapt the school system and the classroom instruction to the varying needs, capacities, interests, and abilities of the children in the public schools.

At my request, Assistant Superintendent H. H. Long, in Divisions X to XIII, has prepared a brief statement on the significance of individual differences among children. Similarly, Assistant Superintendent Jessie La Salle, in Divisions I to IX, has prepared a statement at my request, covering the attempts which are being made in the public schools of Washington to adjust the schools to the individual differences of pupils. These two articles provide the basis for carrying on educational research in our schools.

Following these two articles will be found the usual annual reports submitted by these two officers, indicating the work undertaken in the two divisions of the school system during the past school year. These articles are worthy of careful reading by those interested in the development of educational research of our school system.

1. INDIVIDUAL DIFFERENCES AMONG CHILDREN

(By HOWARD H. LONG, Assistant Superintendent of Schools)

One of the outstanding facts of human nature is the differences among individuals. But for such differences we should be unable to recognize one person from another. A casual acquaintance may not enable us to recognize differences between identical twins, but persons closely associated with them recognize the differences with ease. These physical differences are of course patent. A little more than a half century ago students of human nature began to realize that individuals differ quite as much mentally as physically, and to believe that these differences, like physical differences, are hereditary in character. The doctrine attributes to our native make-up the wide differences observed among children and adults. Accordingly one can by taking thought add no more to his mental equipment than he can to his height. Both mental and physical growth then have set limits which are not within the control of the individual or society. How far these differences are dependent upon heredity

and how far upon environment is a moot question which we need not consider here. Suffice to say that pupils, as we find them in schools, are widely different in respect of mentality and other personality traits. If we accept the current intelligence mensuration, we may say that generally the most gifted pupils are five or six times as gifted for the mastery of school work as the least gifted.

The doctrine of individual differences in the liberal sense has found striking confirmation in test results. Human beings range from idiots to geniuses. The Binet I.Q. range is from about 20 to approximately 200. Intelligence tests enable us to describe with marked definiteness the relative abilities of pupils and to discover differences which otherwise would go unrecognized. The widespread influx of test results makes the universality of individual differences, arising from whatever source, an established fact.

At first glance one wonders how it is possible to give a quantitative description of intelligence. Alfred Binet, a Frenchman, devised the first effective unit of measure as well as the first effective measuring instrument of intelligence. The unit is the mental age. If we administer an intelligence test to a large number of unselected children and distribute the scores according to ages, we may accept the average age-scores as descriptions of the levels of development of normal children at the respective ages. These mental growth levels are called mental ages. The average score of 10-year old children, then, is the score-equivalent of a mental age of 10 years and so for the average scores at other age levels. It is to be noted that such a scale is not arbitrarily constructed. The children themselves determine what score shall be the equivalent of, say, 9-year mental age. The scale is fitted to the child, not the reverse. Once such a scale is completed, it may be used to reverse the process so far as the individual or selected group is concerned. The child may be measured and described in relation to the average score of his age. He is at, above, or below the average.

It was soon found that the intelligence of a child could not be adequately described in terms of mental age alone. Mental age simply tells how much mental growth has taken place. There is need of some measure of the amount of retardation or acceleration. Binet used the difference between the mental age of the child and the mental age he ought to have at his chronological age. The objection to this measure is that it varies in quantity at different age levels. It is not a constant value. A child 6 years old chronologically and 4 years old mentally has a retardation of 2 mental years. At the same mental-growth rate, when he is 15 years old, he will have a mental age of 10. The difference is now 5 years. The difficulty has been partly obviated by dividing the mental age by the chronological age. This value is technically known as the intelligence quotient or the I. Q. We can see how it works by applying it to the example above. At 6 years of age this value is $4/6$ and at 15 years of age it is $10/15$. Obviously these values are the same, namely, 0.66 plus. The I. Q. then describes the rate of growth up to mental maturity. Experimental studies tend to establish the fact that it is essentially a constant. The I. Q. therefore, is a means of predicting one's ultimate mental development or growth. If an individual at 6 years of age has an I. Q. of 0.50, we may say that there is a high probability that at 14 years of age he will have a mental age of 7, and, since mental growth apparently stops at about 16, that it is highly probable that his ultimate mental growth will roughly correspond to that of an 8-year-old child.

Thus it is seen that in the mental age and the I. Q. we have a very practical means of describing the individual differences of children in respect of in-

telligence. In actual practice there has grown up a quite widespread misconception that the I. Q. alone can be used for the purpose of grading pupils. This misconception may lead to rather serious difficulties in child adjustment, for it is obvious from the foregoing discussion that the I. Q. is a constant and hence tells us nothing of the development level of the child. A child at 3 years may have an I. Q. of 100, he will have the same I. Q. at 16; but at 3 he is not ready to enter the kindergarten whereas at 16 he ought to be well advanced in high school. We see that the mental age at least must be used in grading pupils. It tells us whether a child has grown sufficiently mentally to do the work of a given grade. It describes the absolute mental growth whereas the I. Q. describes the rate of mental growth. The following is an approximate correlation table for normal pupils showing the age, intelligence, and achievement levels which should correspond:

Chrono-logical age	Mental age	Grade	Chrono-logical age	Mental age	Grade
6	6	1	12	12	7
7	7	2	13	13	8
8	8	3	14	14	9
9	9	4	15	15	10
10	10	5	16	16	11
11	11	6	17	17	12

In an actual situation, however, pupils do not fit neatly into the requirements of this scheme, even though they have average intelligence. The reason is that school achievement is the result of a large number of factors, only a few of which we are at present able to measure with even practical accuracy. In a single grade, for instance, achievement tends to vary directly as mental age, intelligent quotient, and grade, but inversely as chronological age. As a consequence of this state of affairs, pupil placement in school becomes a complex problem which can not be solved by rule-of-thumb. The individual child must often be viewed in the light of these variables, and in the light of others which may be fairly well estimated by competent persons well acquainted with him. Thus we see the importance of competent teacher judgment.

Individual differences demand different educational treatment. High I. Q.'s mean that the pupils possessing them are capable of progressing more rapidly through school than pupils with low I. Q.'s. They can achieve more in a given time. The traditional school program and curriculum are devised to meet the needs of pupils who are developing at the average rate. But there are those developing much more rapidly and those developing much more slowly than the average. They are the accelerated and retarded pupils. The ordinary program does not meet their needs. Obviously if the school is to function properly, it must provide especially for these extremes. The slow-developing pupil must be allowed to progress at a rate commensurate with his ability and under conditions which will not call special attention to his handicap. Such a pupil requires more repetition in learning. The mastery of certain more abstruse principles must be deferred until further development has taken place or never attempted at all. There may be not only less progress in the case of such a pupil, but sometimes there must be qualitatively different progress.

Two methods of caring for the mentally accelerated pupil have been proposed: (a) Enriching the program for him at a given grade level so that he goes through school at the normal rate but accomplishes a good deal more than his average associates. This enrichment may well consist of projects requiring extra reading and inquiry, extra-curricula activities, or other special assignments which the pupil accepts voluntarily from a list of possible ones.

(b) Allowing the pupil to skip grades as rapidly as he qualifies. A bright pupil may under this plan save several years during his primary-elementary career. These two approaches to the problem are essentially the same. The enriching-program procedure is in reality accelerating. In the ordinary grades there is so much repetition and reviewing that usually there is no way of preventing the bright child from progressing faster than the dull one, even though we may, by keeping him in the room with other children, ostrich-like, deny it recognition. When one administers an achievement test, one is often amazed at the accomplishment of bright children without obvious opportunity to make such progress. They get information and attitudes in various ways. Experiences and nuances of experiences which have very little meaning for handicapped children have a rich meaning for them and establish important connections in their minds.

The obvious approach to the difficulties of the handicapped child is to require less of him than of the average. His progress will be slower. Minimum essentials must be stressed. His curriculum must be nicely differentiated to meet his needs. Instructions must be specific and concrete. Manual activities may in extreme cases assume the major rôle. The teacher and officer in charge must leave no stone unturned in order to adjust him to a level of activity which fits his ability and at which he may be happy in carrying his part of society's burden.

What happens if these differences are not recognized? Many evils follow. High school-mortality rates, retardation, truancy are among them. Space does not permit anything like an adequate discussion of them. Let us select for consideration one of the far-reaching effects; namely, bad personality traits or character. The bright child may tower far above his average and handicapped associates. He may thus place an exaggerated estimate upon his ability. Generally speaking he meets only success and that with ease. He may assume a superior air, become a snob, and underestimate the seriousness of life's problems. Self-satisfaction renders him unable to compete successfully with his equals. For him a crass world which ignores ego-phantasies holds disappointment. Such a person tends toward a paranoid personality the essence of which is exaggerated egotism and marked suspicion that he is being persecuted.

The handicapped child, on the other hand, constantly meets failure. He may acquire feelings of inadequacy. Failing to get desired approval by succeeding in his class work, he may set out at least to get attention. If it can not be had according to the conventions of school life, it must be got otherwise. His very nature calls for it. He may become a trouble-maker, a fighter, insubordinate to his teacher, or his inferiority feeling may find expression through truancy, lying, or stealing. These behavior tendencies are flights from the reality of failure and point to serious consequences in later life.

It is the business of the school to provide a wholesome environment for the child. Among its first concerns is to see that no part of that environment is detrimental. The child must have a wholesome freedom to realize the best that is in him. He must be accepted into school life heartily on the basis of his native and acquired abilities. The school situation must not throw into too bold relief either his superior or his inferior abilities. His problem and that of the school is to render the best possible account of whatever capital he has. His educational diet must be one of happy admixture of success and failure.

2. ADAPTING THE SCHOOL SYSTEM TO INDIVIDUAL DIFFERENCES AMONG PUPILS

(By Miss JESSIE LA SALLE, Assistant Superintendent of Schools)

Mr. Long has presented the significance of individual differences. I shall now present the work of the department of educational research in Divisions I to IX in helping to adjust the educational program to these differences.

It is quite obvious that with a knowledge that differences in mentality are to be expected in children, our first task was to make a survey of the mental capacity of the elementary school children so that we might know to what extent these differences existed and the proportion of children falling in the various classes, genius, brilliant, average, dullard, feeble-minded or so defective mentally as to be incapable of profiting by public-school instruction.

To that end we have devoted much time to the getting of intelligence ratings. We have tested in all 42,347 children, from kindergarten to second year high school in all sections of the city, using 76,868 group intelligence tests and 1,334 individual tests for this purpose.

At the close of school June, 1926, there were in the elementary schools 21,188 of these tested pupils. A tabulation of their intelligence ratings shows—

Noneduca- ble, below 50 I. Q.	Atypical, 51-75 I. Q.	Dullard, 76-90 I. Q.	Average, 91-110 I. Q.	Brilliant, 111-140 I. Q.	Genius, 141-186 I. Q.
7	975	3,714	10,133	6,234	125

There still remain 14,869 pupils to test. With the range of sampling so extensive, 58.8 per cent, and taken from every section of the city, we have every confidence in the belief that the range of variability and per cent falling in each group will not be appreciably different and that we can therefore safely assume that Washington public schools have a range of intelligence from 50 to 186 I. Q., distributed in groups as follows:

Noneduca- ble, below 50 I. Q.	Atypical, 51-75 I. Q.	Dullard, 76-90 I. Q.	Average, 91-110 I. Q.	Brilliant, 111-140 I. Q.	Genius, 141-186 I. Q.
12	1,658	6,320	17,245	10,610	212

The public schools have been having little trouble with the academic success of the average child in the elementary schools. The problems lie with the groups above and below the average. According to this, therefore, 10,822 above-average children and 7,978 below-average pupils need curriculum adjustments, a total of 18,800, or over half the elementary school enrollment.

The organization of opportunity classes for the acceleration of brilliant children and enrichment of their curriculum and similar classes for adjustment to the dullard groups have been recommended and whole schools are now organized on the basis of X Y Z grouping. Approximately 500 children are in 22 dullard opportunity classes and 1,000 in 28 acceleration classes of the children who can do more than a year's work in one year. The need for further extension of X Y Z grouping of brilliant, average, and dullard groups is obvious, for as yet only about 8 per cent of the dullards and 9.4 per cent of the brilliant children are having some attempts made to adjust the schools to their mental capacity, by means of such groups. The educational research department has recommended that thousands of children be allowed acceleration by skipping over certain grades when they had shown by tests to be already functioning on educational levels from one to four semesters beyond their grade placement.

Had all these children been required to lock-step along at the usual rate, it would have required many teachers to teach them what they already knew,

or could learn without teaching. This is but one of the wastes in education that educational research in Washington has eliminated.

By the placing in opportunity schools of dullards and by removal of the very subnormal pupils to a typical school so much improvement has been made through the adjustment that failures have been very markedly decreased. One school with an enrollment around 700 reports that, through classification, failures were reduced from 69 to 28, an approximate reduction of from 10 per cent to 4 per cent. This means a saving in reteaching 41 pupils. Another school with an enrollment of approximately 870 reports failures reduced from 98 to 31, a saving in reteaching of 67 pupils. These are but typical.

The saving in dollars and cents and in pupil and teacher time and energy is nothing compared to the gains due to changed attitude of pupils and teachers when homogeneous grouping into these accelerated, average, and opportunity classes take place. This is not to be wondered at as a perusal of charts of any unclassified school will frequently show teachers having to try to teach pupils in the same grade with chronological ages varying from 4 to 6 or more years, with as wide a range in mental maturity and degrees of brightness ranging from feeble-mindedness to genius.

Here is a typical chart of the B grades of one of the buildings in the first division:

	Chronological age			Mental age			I. Q.		
	Low- est	High- est	Varia- bility	Low- est	High- est	Varia- bility	Low- est	High- est	Varia- bility
	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.	Yr. mo.
Kindergarten	4 11	8 3	1 4	3 8	8 3	4 7	63	148	85
1B	6 2	8 11	2 9	3 10	8 11	5 1	53	136	83
2B	6 10	9 7	2 9	6 10	9 1	2 3	95	127	32
3B	7 3	11 11	4 8	8 4	11 5	3 1	80	133	53
4B	8 2	12 4	4 2	8 11	12 7	3 8	72	236	42
5B	9 5	13 1	3 8	10 1	14 7	4 6	77	142	65
6B	10 0	14 6	4 6	9 8	15 4	5 8	70	140	70
7B	19 11	14 1	3 2	11 1	17 3	6 2	80	167	87
8B	11 7	14 8	3 1	13 1	17 11	4 10	95	137	41

How can the 6B teacher, for instance, as here shown, meet the needs and interests of children 10 years and 14½ years old, at the same time a mind of 9 years 8 months maturity and one of 15 years 4 months, and a child with a 70 I. Q. and a genius of 140. The strain on all concerned is incalculable, and when in reorganization to meet these individual differences the range of chronological age, mental age and I. Q. is decreased at least 50 per cent, the strain is accordingly lessened, and the attitude toward school on the part of pupils is so improved as to make discipline almost negligible. Mr. Patterson has reported the almost total elimination of ungraded pupils in discipline schools since the organization of X Y Z groups and the attempts thereby to meet the needs and interests of pupils instead of making pupils fit into the schools. Because the department of educational research can collect scientifically determined and very definite evidence of the variability in mental capacity, it is possible for the educational program to be so mapped out as to provide the kind of an education for each child that he can take.

I conceive the biggest contribution that educational research can make to be along the line of adjusting education to individual needs and to eliminate the attempts to lock-step children through the same course of study at the same rate regardless of capacity, needs, or interests.

Not only has the department of educational research been concerned with the discovery of differences in capacity to learn, but as well in the differences in amounts learned. In the past the changes in knowledge of skills that took place in pupils was a matter largely of opinion or guesswork. In the last few years, however, certain objective tests scientifically constructed for the measurement of arithmetic knowledge, arithmetic facility—i. e., speed and accuracy—history, geography, reading, comprehension, reading speed, etc., have been devised and are in general use in hundreds of cities so that no longer need it be a matter of guesswork, but the amount of change can be definitely stated.

In Washington, Divisions I to IX, 145,300 such standardized educational tests have been given and from them an analysis of the results we have been able to place before teachers, principals, and school officials such data as has brought about modifications of the educational program to meet these individual differences in learning.

Our first arithmetic tests showed plainly that while Washington children were for the most part above the average standards grade for grade in arithmetic knowledge, they were in many schools from one to three semesters retarded in arithmetic facility. This seemed to be the result of inadequate or wasteful drill. The matter was presented to teachers, principals, supervising principals, and the director of primary instruction, with the result that the recommendation of the department of research was followed and modern practice materials, such as Courtis practice tests, or Thorndike exercise books, were purchased and this material introduced into 47 schools.

These materials automatically adapt the work to the ability of each pupil, giving him the practice in his particular weak points, thereby cutting down reteaching and premature teaching. A year after the introduction of this material and the changes it necessitated in the methods of drill in arithmetic another survey was made of the speed and accuracy. This table is typical of the results obtained. There are no 5A grades in this building, which accounts for no 5A records included.

Chart showing improvement in facility in arithmetic, showing number of problems correctly done

		Lowest score	Highest score	25 per centile	Average	75 per centile
1924	4A	11	35	20.1	24.3	29.3
1925	4A	11	49	31.1	36.6	43.3
1924	4B	15	65	32	37.7	46
1925	4B	33	61	41.3	47.3	56.5
1924	5B	29	72	45.3	50.5	55.9
1925	5B	32	73	46.3	51.3	57.5
1924	6A	27	66	36	41.6	47.4
1925	6A	39	76	48.3	53	47.4
1924	6B	35	85	45.4	53.3	59.8
1925	6B	37	95	50.7	55.8	65.6

The 25 percentile is that point at which one-fourth of the class fall below.

The 75 percentile is that point at which three-fourths of the class fall above.

In other words, the middle half of the class fall between the 25 and 75 percentile, with the lower quarter below the 25 percentile and the upper quarter above the 75 percentile.

As will be readily seen this school grade for grade had bettered its achievement because individual differences were being considered. What is shown here is but a sample of what is shown in the other schools. At first the results showed that while speed was increasing from 15 to 25 per cent on the whole, there was little increase in accuracy and in some instances a slight decrease. When the department of educational research called attention to the fact that speed was getting a prepotency of emphasis and a need for emphasis on accuracy was needed. The following results of a sixth and seventh grade are typical of changes that took place:

	Lowest percentage of accuracy	Average percentage of accuracy	Highest percentage of accuracy			Lowest percentage of accuracy	Average percentage of accuracy	Highest percentage of accuracy
SIXTH				SEVENTH				
First test.....	8	58	76	First test.....		34	68	82
Second test, 1 semester later.....	34	72	80	Second test, 1 semester later.....		58	80	90

In our survey of reading it was revealed that Washington pupils are way ahead of the average school children in reading comprehension, often from two to two and one-half years accelerated, but the ratings in reading speed showed them to be from one to four semesters below standards obtained in other cities. The results also showed less correlation of reading facility with mental maturity than we had a right to expect.

Again the findings after analysis were presented to teachers, principals, and the assistant superintendent in charge of elementary education. After conference with and with the hearty cooperation of Miss Hardy, a primary reading survey was made and the results of this have been the basis of group meetings with teachers of the various type of groups—dull, average, brilliant—and methods of adapting to the individual differences have been the problems for discussion and planned experimentation. When a resurvey is made of reading speed I have no doubt but that the results here will show an even greater improvement than was shown in arithmetic.

Similarly we have made an attack on the variability in individuals in learning geography. All the 7B pupils were tested and Miss Hummer, supervising principal of the seventh division, has spent the year with us in an analysis of the results. Here again we find the schools not getting from pupils returns in proportion to their capacity. These findings will be presented and attempts made to get improved instruction and subsequent increase in learning.

Each year the department of educational research will make an investigation of some subject in the hope that the findings may result in improvement of instruction and increased learning due to better adaptations of curriculum to pupil differences.

One very distinctive piece of service that this department has been able to render this year has been in its work with crucial problem cases. Mrs. Buelah Shull Barnes, the psychologist, has given over 1,200 examinations. I should like to give some of the details of the 489 problem cases which we have worked with this past year. We have devoted some time to tying up with our work on these problem cases social and philanthropic agencies here in Washington and have had excellent cooperation. The table here shows with whom we have worked and the number of cases in each instance:

Juvenile court.....	5
Juvenile Protective Association.....	15
Jewish Welfare Association.....	2
Children's Hospital.....	3
Catholic Welfare Association.....	11

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The home visiting, often necessary, has been done largely by these agencies and financial aid given when necessary.

Of this group 489 maladjusted children, we found 158 were due to mental inferiority and we recommended the exclusion of 12 as noneducable and of 146 for placement in special atypical schools. One hundred and twenty-nine were dullards, who needed placement in opportunity groups. One hundred and sixteen of the cases were found to be so neurotic as to be psychiatric cases, the difficulty here being emotional and volitional rather than a matter of intelligence. Thirty-three of these cases were treated for us by Dr. Loren Johnson;

Father T. V. Moore, of Providence Hospital; Dr. John Lind, of St. Elizabeth's Hospital; and Dr. Hiram Reed. Eighty-three others needed treatment, but we could not impose further on the generosity of these public spirited and busy practitioners, who, though unable to take on the cases, gave us much helpful advice as to recommendations on placement and teacher treatment.

The other cases were matters of lack of sympathy between pupils and teachers, inadequate country-school preparation, physical defects, such as deafness, defective vision, etc. In these instances transfers were made to other teachers, coaching was recommended and every effort made to build up the deficiencies of former schooling. The sensory defects were corrected by glasses or treatment. In over 50 per cent of the cases reports of present satisfactory adjustments have already come in to us showing the wisdom of careful examination, analysis, and follow-up work, as that done by Mrs. Barnes, the psychiatrists, and social agencies, as well as the cooperative efforts of teachers and principals in adjusting these problem children to their schools.

As will be seen from the report, educational research has been largely concerned with discovering the variability in individual differences in mental capacity, individual differences in school achievements, individual differences in social adjustment and has collected the data, analyzed and in the light of findings recommended remedial procedure to adjust the schools to these individual differences.

3. EDUCATIONAL RESEARCH IN DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS.

SIR: When the program of educational research was begun we outlined a policy of three types of activity—publicity, teacher training, administration of intelligence and achievement tests and subsequent reclassification.

While these lines of activity have been continued, the shift in emphasis during the three years is quite marked as will be seen by this table:

Year	Public addresses	Principals and teachers enrolled in courses, with college credit	Group intelligence tests given	Individual tests	Total Number intelligence tests	Children tested	Educational tests given	Total tests given
1923-24-----	105	128	19,306	65	19,371	10,573	43,910	63,281
1924-25-----	26	149	20,820	780	20,600	13,741	52,345	73,945
1925-26-----	7	206	36,742	1,489	37,231	18,033	49,065	86,296
Total-----	138	483	76,808	1,334	77,202	42,347	145,320	223,522

¹ Mrs. Barnes was ill 5 weeks. More time is necessary to test older children. 1924-25, 500 kg. Binet tests were given for use in a "Validity reliability of kg. tests" study.

It is with pleasure that we note the continued growth of the interest and intelligent understanding on the part of teachers and principals of the help that the department of educational research may be through its work in testing pupils with standardized intelligence and achievement tests.

So great has been the demand for testing that all of the staff was compelled to lay aside the research problems assigned and devote themselves entirely to the testing program for purposes of classification. This has involved training teachers to assist and has meant much work in after-school hours when teachers were available.

I want at this time to pay tribute to the faithfulness and indefatigable energy of my staff, who have worked not only late afternoons, but have come back several nights a week for the few weeks preceding term end-

ings. They have worked also well into the second week of vacation to carry to completion the too heavy program I had attempted, having been over-persuaded by the pressure brought by teachers, principals or school officials to test, "Just this one more crucial place, which needs help that only the testing can give us."

In the beginning all tests were given, scored, charted, and explained by the central office in charge of research. Gradually, as teachers through their college courses or the recent graduates from the normal school have been equipped to aid, we have turned over to the teachers a part of this work, so that this past semester no less than 550 teachers and principals assisted in the work. Miss Earnest on the staff had charge of 80 of the kindergartens and half-day first and second grade teachers, who, through Miss Hardy's and Miss Watkins's continued splendid cooperation, gave a part of their time to the work. They have tested, scored, and charted results of over 5,000 children in the kindergarten and lower primary department. I feel that they can take a pardonable pride in so splendid an accomplishment.

The following is a summary of all testing done this past year:

Grade	Number new children tested	Number group intelligence tests given	Number individual intelligence tests given	Grade	Number new children tested	Number group intelligence tests given	Number individual intelligence tests given
Kindergarten	1,812	3,328		Senior high	906	1,749	
1.	3,714	7,593			18,033	36,749	489
2.	2,108	4,670					
3.	1,227	2,769					
4.	1,149	2,332					
5.	1,634	3,270					
6.	1,770	3,530					
7.	1,028	2,056					
8.	785	1,584					
Junior high.	1,900	3,868					
				Total number intelligence tests given		37,238	

Summary of educational tests given

Word recognition (a primary reading test)	3,245	Language	648
Reading comprehension	17,563	Arithmetic reasoning	128
Reading speed	3,370	Algebra	525
Arithmetic knowledge	13,234	Latin	256
Arithmetic facility and accuracy	7,186	French	128
Geography	1,399	Spelling	606
History	905		49,193

The accompanying table will show the grade distribution of such testing:

Grade	Word recognition	Reading comprehension	Reading speed	Arithmetical knowledge	Arithmetical facility and accuracy	Geography	History	Language	Arithmetical reasoning	Algebra	Latin	French	Spelling
1.	1,728												
2.	1,517	60	37	100	57								
3.		2,891	590	1,639	1,629								
4.		3,048	645	1,399	1,940								
5.		3,125	616	1,648	1,976								
6.		3,323	735	3,312	805	730							
7.		2,147	384	2,152	383	541	327						
8.		1,961	363	1,960	386	450	96						
Junior high.		525		525		128	128			128	256	128	606
Senior high.		483		496									
Total....	3,245	17,503	3,370	13,231	7,176	1,399	905	648	128	525	256	128	606

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Total	3,245	17,563	3,370	13,231	7,176	1,399	905	648	128	525	256	128	606

I think you will be quite surprised when you look at the following tabulation of schools tested and see the extent to which we have done our initial survey work; that is, two group-intelligence tests, a reading and an arithmetic test, at least, for all 3-8 grades represented in this table and two intelligence tests for all kindergarten, first and second grade children:

Division	Schools entirely tested and classified	Schools partly tested with grades tested	Schools untested, showing grades untested, where part of school has been done
I	Addison. Curtiss-Hyde. Corcoran. John Eaton. Reservoir. Weightman.	Fillmore, kindergarten, 1 and 2. Jackson, kindergarten, 1 and 2. Toner, 1, 2, and 3. Janney, 1, 2, 3, and 4. Tenley, 1, 2, 3, 4, and 5.	E. V. Brown, kindergarten through 8. Conduit Road, 1 through 4. Industrial Home, 1 through 8. Grant, kindergarten through 8. Fillmore, 3 through 8. Jackson, 3 through 8. Toner, 4 through 8. Janney and Tenley, 6 through 8.
II	Dennison. Morgan. Thomson. Webster.		
III	Bancroft-Johnson. Petworth. West. Takoma. Woodburn. Ross. Wilson Normal. Cooke.	Brightwood, kindergarten, 1 and 2. Brightwood Park, kindergarten, 1 and 2. Raymond, 1 and 2.	Brightwood, 3 through 8. Brightwood Park, 3 through 8. Raymond-Hubbard, kindergarten, 3, 4, 5, and 6.
IV	Force-Adams. Henry-Polk. Abbot Primary. Abbot Vocational. Gage.		
V	Langdon. Monroe. Seaton.	Brookland, 1, 2, 5, and 6. Burroughs, kindergarten, 7 and 8. Park View, kindergarten, 1 and 2. Emery-Eckington, 1 and 2. Arthur, 1, 2, 6, and 7.	Gales-Blake, kindergarten through 8. Brookland, kindergarten, 3, 4, 7, and 8. Burroughs, 1 through 6. Park View, 3 through 8. Emery-Eckington, kindergarten, 3, 4, 5, 6. Arthur, kindergarten, 3, 4, 5.
VI	Benning. Ludlow. Taylor. Wheatley. Carbery. Peabody-Hilton. Kingsman.	Blair-Hayes, 1 and 2. Pierce-Webb, kindergarten, 1 and 2. Maury, kindergarten, 1, and 2. Edmonds, kindergarten, 1 and 2. Blow, 3 through 8.	Blair-Hayes, kindergarten, 3, 4, 5, 6, 7, 8. Pierce-Webb, 3 through 8. Maury, 3 through 8. Edmonds, 3 through 8. Blow, kindergarten, 1 and 2.
VII	Cranch-Tyler. Lenox. Van Ness. Orr.	Wallach-Towers, 1, 2, 3, and 6. Bryan, kindergarten, 1 and 2. Buchanan, kindergarten, 1, 5, 6, 7, and 8.	Brent-Dent, kindergarten through 8. Ketcham-Van Buren, kindergarten through 8. Congress Heights, kindergarten through 8. Randle Highlands, kindergarten through 8. Stanton, 1 through 7. Wallach-Towers, kindergarten, 4 and 5. Bryan, 3 through 8. Buchanan, 2, 3, and 4.
VIII	Smallwood-Bowen.	Bradley, 5 and 6. Fairbrother, 5 and 6. Greenleaf, 5 and 6. Amidon, 1, 2, 5, and 6. Jefferson, kindergarten, 1 and 2.	Bradley, kindergarten through 4. Fairbrother, kindergarten through 4. Greenleaf, kindergarten through 4. Amidon, 3 and 4.
Junior high.	Columbia. Hine. Langley. Jefferson. Macfarland. Powell.		

All untested freshmen at Central, Business, and McKinley High Schools are tested on entrance.

There are several outstanding phases of the year's work.

1. The detailed study and follow-up work with 489 problem cases.
2. The working up with Miss Hummer the 7B geography survey of June, 1925.
3. The primary reading survey of February, 1926.

4. The linking up of social welfare agencies (Catholic, Jewish, Protestant), clinics and courts with our work, as well as enlisting the local psychiatrists in our problem cases.

5. The getting into the hands of the teachers the testing program.

6. The installing of the accumulative record card system.

7. The survey of current educational practice and psychological opinion with respect to X Y Z grouping, special schools and exclusion.

8. Completion of study of validity and reliability of kindergarten and primary intelligence tests.

Each of these activities has been of such nature as to warrant a detailed report itself.

The efficiency of the department of educational research has been greatly increased by the equipping of our workroom in January, and we look forward to a full and profitable year.

It would look now as though by June, 1927, every public school child will have had an intelligence rating and less time will need to be devoted to intelligence testing in future. New children will have to be tested and each year a general intelligence survey through certain grades. For instance, kindergarten, first, and second grades without mechanics of reading have to be given their intelligence tests by means of pictures largely. It is advisable therefore for all these children when they arrive at the fourth grade to have an intelligence test where reading is involved and perhaps before junior or senior high school to have another, so that there will in the course of the school career be two or three intelligence tests administered as checks on each other.

Each of the past three years we have made attack on one school subject, i. e., arithmetic, geography, and reading. This year we are proposing to do intensive work with language in its several phases, i. e., vocabulary, language error and composition.

Respectfully submitted.

JESSIE LA SALLE,
Assistant Superintendent in Charge.

4. EDUCATIONAL RESEARCH IN DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS.

SIR: I have the honor to submit herewith the annual report upon the work of the department of research, Divisions X to XIII.

INTRODUCTION

The department of research has, during the year 1925-26, carried forward the original plan of surveying all schools vertically with the view of grouping the children more homogeneously for instruction purposes. Six schools have been completed during the year. In addition, the department has made a horizontal survey of all of the first and second grades in Divisions X to XIII.

A new phase of work has been introduced in that the department of research is responsible for mental and social examinations and recommendations of pupils for the ungraded and atypical classes, and for exclusion on the ground of noneducability.

GENERAL SURVEYS

The department has made vertical surveys of the entire populations of Garrison, Stevens, New Bell, Birney, Wormley, and Shaw Junior High Schools. The total number of pupils surveyed in these schools is 2,882.

In the horizontal survey of grades 1 and 2, 3,272 pupils were tested.

One thousand seven hundred and twenty-six new pupils entering the schools already surveyed were tested. This procedure is necessary always if schools are to be kept organized on the basis of test results.

SPECIAL STUDIES AND REPORTS

Early in the fall the department reported upon the geography survey of 749 pupils in the 7B grades, Divisions X to XIII, made in June, 1925. The study was mimeographed and made available for officers and teachers.

A survey of the junior class of the Miner Normal School was made and reported upon during the fall. It includes a study of 171 pupils. The data were available to the principal of the Miner Normal School for use during the second semester.

The atypical, ungraded, and opportunity classes were surveyed during December, 1925. One hundred and sixty-six pupils were included in this study. The report showed very clearly that the ungraded classes need an intensive survey for the purpose of eliminating certain pupils who, perhaps, originally ought to have been assigned to the atypical rather than to the ungraded school. It also located certain children who apparently had been assigned to atypical classes through error and who have since been reassigned to the regular grades and appear to be progressing in a fine way.

A survey was made of 396 pupils of the first-year class of Dunbar High School in February, 1926. The data were made available to the principal during the same month. It was not only a mental survey, but included a questionnaire which throws important light upon educational guidance. It was found, for instance, that 85 per cent of the pupils had decided upon life activities by midyear of the first year high school and that on an average they had made their choices more than four years prior. Considerable data were collected on the relative mental abilities of pupils who made choices of different life activities. The range of the class in terms of raw scores on the Terman test of mental ability is approximately from 175 to 15. This range indicates the pressing need for homogeneous grouping in the first year high-school class and inferentially for the high school as a whole.

At the request of the Bureau of Education a study was made of the relation between ratings of pupils in high schools and the ratings which they later received in the normal school, and the relation between the scores of pupils on the Terman test of mental ability and the ratings they received in the normal school. It was found that one can predict success in the normal school with approximately 5 per cent greater assurance from a half-hour's mental test than one can from an average rating for four years' work in the high schools.

Over a period of several months the department has made a detailed study of the achievement of approximately 4,000 children in the reading, arithmetic, and spelling tests of the Stanford achievement test. The results of this study are to be set forth shortly in mimeographed form and will be available for such use as the officers wish it put to.

A geography survey of the 7B grade involving 749 pupils was again made, in June, 1926. The results have not been organized yet, but will be ready for the use of the officers early in the next school term.

In addition to the vertical and horizontal surveys mentioned above and the testing of new pupils entering schools that have already been surveyed, the department has made a study, as a check on the results of grouping, of some pupils surveyed during the last two years. Certain grades were selected from the following schools: Mott, Slater-Langston, Garrison, Douglass-Simmons, and Miner Normal. It includes 639 pupils.

We have been able to organize the results only from the Douglass-Simmons School. One of the main considerations in this study was to determine the relative rates of progress in achievement of the several homogeneous groups.

It was found that the slowest group has achieved only slightly below normal work; that the middle group has achieved a score that is normal, and that the fast group has achieved a score equivalent to midyear of the 5A grade. It is clear that some of the expectations from homogeneous grouping, so far as this one grade is concerned, are being realized. As a matter of fact, the fast group has in effect skipped one semester of work, so that instead of entering into the 5A grade these pupils are prepared to enter into the 5B grade. We may suppose that similar results are being obtained in the other schools that have been similarly organized, but the data are not yet ready for presentation.

HOW THE TESTS HAVE BEEN USED

The department is interested in knowing to what extent the test results have been utilized for the purpose of improving instruction by means of homogeneous grouping. A questionnaire was sent to principals and teachers for the purpose of eliciting this information. The results showed that the tests had been very widely utilized for the purpose of grouping children homogeneously. The limitations have been mainly limitations of organization of the school, limitations over which the school officials exert little or no control. Where there is just one section at a grade level the pupils within the classrooms have been grouped by the teacher on the basis of test results and the work differentiated for these groups. A part of the questionnaire had to do with promotions. The results show that 101 pupils were promoted on the basis of test results and teacher judgment to the extent of skipping one semester, and that of this group only one has failed to succeed. The principal notes after this item "personal illness," so that we may believe that the failure is due to an extraordinary circumstance. These promotions have resulted in a saving of time for these pupils, have subjected them to a more wholesome school condition in that they have been prevented from forming character traits of idleness and laziness and from acquiring an overweening confidence in their abilities. In addition, these promotions have resulted in a saving to the taxpayers of the community of \$4,090.50, if we reckon the cost of instruction and supervision per pupil at \$40.50 per semester. There ought to be added to this list at least the 23 pupils in the Douglass School and perhaps a much larger number in the other schools for which the check-up results are not now available. Thus the estimated saving is undoubtedly a great deal higher than the figure given above. If we double it, we would be nearer the correct value.

WHAT TEACHERS THINK OF THE TESTING WORK

In order to determine the attitude of the teachers who have worked under organizations on the basis of test results, a questionnaire was submitted to teachers which presumably would cover this issue. We give the results here of answers to questions 5, 6, and 7, which have been tabulated. Question 5 is, "I find a definite difference in the responses of the children as a whole from responses in rooms where the children are unselected. (Yes—No.)" Sixty-seven teachers answered "Yes" and two "No." Question 6 is, "That difference is, in my judgment, in the interest of better instruction. (Yes—No.)" To which 57 answered "Yes" and 12, "No." Question 7 is, "I prefer to teach an unselected group. (Yes—No.)" To which 20 answered "Yes" and 73 "No."

One must accept the answers to question 7 with some allowance because it appeared, in some instances at least, that there was a misunderstanding or a misreading of the word "unselected." More than half of those who answered "Yes" are from two schools. Out of the 20 answering "Yes" 10 of them apparently have been so situated that they have never taught a selected group.

HOW THE DEPARTMENT CAN BEST HELP THE TEACHERS

The department was eager to learn what help it could best render teachers and for that reason submitted two questions to cover this point. They were: "Note briefly but clearly any suggestions you have to offer from the point of view of the teacher for the improvement of the service of the department of Research," and "What special services do you believe the research department, at this stage of the measurement movement in Washington public schools, can best render you in your work?" The most frequent suggestion was that achievement tests be used for the purpose of grading pupils instead of the traditional tests. Next to this was that more frequent testing be done. Other suggestions were that the segregation of atypical children be carried forward; that the homogeneous grouping be extended; that the department pay more attention to the diagnosis of special abilities and disabilities and furnish guidance for the instruction of children possessing them. A quite frequent suggestion was that adequate clerical force be supplied the department so that the teachers may be relieved of marking the papers.

CLINICAL WORK

The department established this year a clinic in connection with the examination of children for the special schools. We were quite fortunate in securing part-time services of a competent social worker who not only has been trained in taking social, family, and developmental histories, but has had special training in children's problems. She came, therefore, equipped both from the point of view of sociology and of psychology to render a fine service. The children examined by the clinic were studied from 10 different points of view:

- I. Physical examination.
- II. Family history.
- III. Personal and developmental history.
- IV. History of school progress.
- V. Examination in school subjects.
- VI. Practical knowledge examination.
- VII. Economic efficiency.
- VIII. Social history and reactions.
- IX. Special behavior reactions and conduct.
- X. Psychological examination.

Under the tenth item, "Psychological examination," the Binet and the Pintner-Patterson Form Board tests were administered. A detailed record of the findings in all respects was made and is kept in the files of the department. One hundred and twenty-one problem children were studied in the clinic and recommendations made in an effort to adjust the school to their needs.

The total number of pupils studied is 10,122.

CONCLUSION

It is a happy observation to note that the philosophy of the measurement movement in education and a knowledge of its technique and practice are spreading rapidly among the principals and teachers of Divisions X to XIII.

There have been far more requests for work than the department has been able to do. In several schools at least there has recently been a distinct tendency toward the employing of objective tests in lieu of the traditional examinations. The department has at all times offered its services to officers and teachers who are interested in promoting this kind of work. The results, almost without exception, have been distinctly gratifying. The department of handwriting, for instance, has begun an intensive and extensive program of objective testing of results. The director's report is a telling bit of evidence of what educational measurement may accomplish when properly used.

The assistant superintendent in charge of research takes this opportunity of expressing his appreciation of the splendid cooperation which he has received during the year from all officers and teachers. He feels an especial indebtedness to the first assistant superintendent, Divisions X to XIII, for constant encouragement, assistance, and advice.

Respectfully submitted.

HOWARD H. LONG,

Assistant Superintendent in Charge.

SECTION VII. REPORTS OF ASSISTANT SUPERINTENDENTS

Limitations of space make it impossible to include many reports of school officials worthy of incorporation in my annual report to the Board of Education. In view of the positions which they occupy and the intimate relation which their responsibilities bear to the superintendent's office, it is the judgment of the superintendent that the reports of the first assistant superintendents should be included. By law and by the rules of the Board of Education, the first assistant superintendents are the deputies of the superintendent in their respective divisions of the school system, one for the white schools and one for the colored schools. Accordingly, the reports of First Assistant Superintendent S. E. Kramer, in Divisions I to IX, and First Assistant Superintendent of Schools G. C. Wilkinson are herewith included.

At my request, Assistant Superintendents Robert L. Haycock and Miss Rose L. Hardy have discussed the relation of the work of the research department to the organization, administration, supervision, and teaching in the elementary schools. In these reports will be found a discussion of some of the administrative problems which arise, from attempts to adapt school organization to the varying needs of children.

These four reports are worthy of careful reading by any person interested in the progressive development of the school system of Washington.

1. REPORT OF THE FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS.

SIR: The outstanding activity of this department has been the effort to maintain the fine standards of cooperation and unification of effort heretofore attained. In carrying out this work monthly meetings have been held with principals of junior high schools and with principals of senior high schools. These meetings were usually held with these groups separately but joint meetings were arranged when matters to be discussed were of common interest to both groups.

The work of the heads of departments was the subject of discussion at several meetings held with these officials. The head of department is a most effective factor in maintaining scholastic standards and teaching efficiency in the subjects which they supervise. In almost every case the principal of the school finds the head of department a welcome and effective aid in the organization of the instruction and in the work of the principal in the improvement of classroom procedure.

During the year just past the United States Bureau of Education made a survey of the organization of our two normal schools. The purpose of this survey was to enable the Board of Education to determine future policies in regard to these schools. The problems as seen by this office were set forth in my last report. The United States Bureau enlarged the scope of their investigation to include a general survey of the practices of city training schools throughout the country. A preliminary report of the findings and conclusions in regard to the Washington normal schools has just been submitted. The conclusions and recommendations have been too recently submitted to make possible a mature opinion as to how nearly a solution of our problem is offered as the result of the survey.

With the view of securing better unification of the interpretation of the courses of study in the several subjects in the various schools the heads of departments were requested to submit to this office each for the subject under his direction a brief setting forth of the scope of subject matter by semesters and the educational aims which should govern the classroom instruction. It is the purpose of this office to have these statements carefully digested and then to present them to each principal for consideration and comparison with the procedure actually used in his school.

The problem of retardation in the junior and senior high schools has been given serious consideration in the meetings with the officers in charge of these schools. The problem was considered under the following heads:

1. The proportion of the student body which appears to be able to accomplish the work of the course of study within the time allotted for such work. (Three years in the case of the junior high school and four years for the senior high school.)

2. The proportion of the student body which appears to be able to accomplish the work of the course of study but requires a longer period for the accomplishment of the work than the standard limit of time now set.

3. The proportion of the student body which appears to be unable to accomplish the work of the existing course of study even when a considerable extension of the time limit is allowed.

The replies made following consideration of these features of our problem were careful estimates of the principals after consultation with their teachers. The replies indicated surprisingly large proportions in classes 2 and 3. These replies were, of course, only estimates but they indicate a problem of a nature serious enough to show a field in which the research department might with great profit to the schools make a careful and exact determination of the proportions of the student body represented in the various groups.

During the past three years a considerable amount has been accomplished in the grouping of pupils into more nearly homogeneous classification based upon intelligence tests. This grouping has greatly increased the efficiency of our instruction. The classification of our pupils placed upon the school authorities the responsibility for the adaptation of courses of instruction to capacity of the pupil. This responsibility has been satisfactorily assumed in the lower grades, but the courses outlined for the junior high school and the senior high school have not yet been made sufficiently flexible to accommodate the groups of pupils who are now reaching these schools after enjoying in the grades differentiated courses of study. Our junior high schools are endeavoring to solve the problem confronting them but little has been done in the senior high schools to meet the needs of pupils who are not able to satisfy the demands of the traditional high school course but who should have the advantage of cultural and self respecting contact with the high school by means of courses which such pupils can successfully pursue. It is my feeling that one of the important objectives for the immediate future in the junior and senior high school fields should be the adaptation of courses of study to meet the needs of pupils classified according to ability.

Military instruction is a high school activity directly committed to the supervision of the assistant superintendent; hence this office has annually recorded the progress of this instruction. The department was maintained this year at the usual high standard.

The question of military instruction for boys of high-school age has been much discussed recently. In all of these discussions the question of the advantages and disadvantages of instruction and training of a purely military character seem to be under consideration. Washington has never undertaken

cadet instruction or training from a purely military point of view. Our aim has been to utilize our cadet organization as a vehicle for character training. School control and not military domination has been ever kept as the ultimate authority in the organization. The cadet corps has provided an outlet for the participation of hundreds of boys in a voluntary school activity wherein cooperation, high ideals, and good sportsmanship have been emphasized. The organization of our work is such that the finest incentives to good scholarship, fine school discipline, and the most desirable reactions to the demands of school loyalty are provided.

The difficulties experienced in the articulation of the work of the junior high schools with the cadet organization of the senior high schools have been very successfully met by the modified course provided this year for the junior high schools.

Within the past three years the teacher supply has exceeded the demand in almost all fields of our work. With an increased salary schedule, with the excellent pension system, now in effect and with the increasing attractiveness of residence in the District of Columbia, it seems reasonable to conclude that Washington could well afford to advance the standards of professional preparation and scholarship requirements even beyond the relatively high standards now maintained. With all that we now have to offer it seems a favorable time to undertake an active policy of teacher procurement for our schools.

A review of the past six years of the progress of our schools shows not only an array of great material improvements but a marked advance toward more clearly defined educational objectives with the maintenance of the high educational ideals and enthusiasm which has been always an outstanding characteristic of the schools of our city. I know that this achievement under your leadership is a source of both pride and happiness to you. To us who know and appreciate the inspiration, strength, ability, and sympathy of this leadership our progress has been a joy.

Respectfully,

S. E. KRAMER,
First Assistant Superintendent.

2. REPORT OF THE FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS.

SIR: In the annual report of this office for the school year 1924-25 the first assistant superintendents directed the attention of the superintendent of schools to the situation then existing in the local normal schools and suggested to him the advisability of a study of the needs of these two institutions. In regard to the Miner Normal School, particular reference was made to the following questions:

"The standardization and unification of organizations of the normal schools.
"The advisability of lengthening the course to three years.

"The limitations, if any, to be placed upon enrollment, such as a fixed maximum enrollment, admission determined by (a) examination, (b) rank in high-school graduating class, (c) residence within or without the city.

"The advisability of limiting the number of graduates to approximately the local demand."

The superintendent graciously submitted these questions, together with other questions raised by the first assistant superintendent of Divisions I to IX, to the Board of Education, the result being that, upon the recommendation of the superintendent of schools, the Board of Education, on January 8, 1926, invited the Bureau of Education "to make a survey of the two public normal schools of the District."

A "summary of the more important recommendations and conclusions of the committee," approved by the Commissioner of Education, was transmitted to the Board of Education under date of June 28, 1926.

This office deems it entirely appropriate to include in this report the summary of recommendations submitted by the Commissioner of Education as the second step in the plan for unifying and standardizing the procedures, methods, and organizations of the normal schools.

" JUNE 28, 1926.

" SURVEY OF THE DISTRICT OF COLUMBIA NORMAL SCHOOLS—SUMMARY OF RECOMMENDATIONS

" 1. That a plan somewhat as follows be adopted to insure that only those who give promise of making good teachers be admitted to the normal schools of the District of Columbia.

" (a) Only graduates of the District of Columbia high schools who rank in the upper half of their class for the last two years of high school should be eligible for admission, except as noted below.

" Provided facilities are available, graduates of accredited high schools outside the District of Columbia should be admitted upon payment of suitable tuition, provided they meet the other requirements listed here, including rating in the upper half of their high-school class.

" (b) Only high-school students who can pass a strict general physical examination should be admitted.

" (c) A personal characteristic score card should be prepared and should be used to rate the members of the high-school graduating classes. This score card should require the principal, and at least two teachers, to express judgment in regard to personal qualities and activities which contribute largely to success or failure in teaching. Admission to the normal schools should be based in part upon the rating made upon this personal characteristic score.

" (d) High-school graduates who do not rank in the upper half of the class but who meet other requirements should be admitted if they submit to an examination and attain or exceed the standard score of a standardized achievement or a standardized intelligence test.

" 2. That the District of Columbia should provide teacher-training facilities for all the graduates of its high schools who are residents of the District without restriction as to place of employment, provided they meet the requirements for admission to the normal schools outlined above.

" 3. That the course of the normal schools be extended to three years, the increase in time being used to strengthen those portions of the curriculum which serve to provide the prospective teacher with educational and cultural background.

" 4. That for the present, the District of Columbia normal schools confine their work to the preparation of teachers in the kindergarten and elementary school grades through grade six.

" That in preparing teachers kindergarten and primary grades be considered a unit, in other words that all kindergarten teachers be given some primary training and all primary teachers some kindergarten training.

" 5. That a graded system of supervised observation and practice teaching be made a part of the teacher training in both normal schools.

" 6. That critic teachers both in the practice school and in the regular school system be required to have special training for their work as critic teachers.

" 7. That teachers in the regular school system who act as critic teachers be given extra compensation and that their connection with the normal schools be somewhat closer than at present and that this connection be more fully recognized by listing them as members of the normal school staff.

" 8. That at least one supervisor of practice teaching with as good general training as the best trained members of the normal school faculty be provided for each of the normal schools.

" 9. That the libraries of both normal schools should be reconditioned so that they will contain up-to-date books and periodicals in sufficient number and variety to constitute libraries suitable and standard for normal schools of the size and character of those of the District of Columbia.

" That thereafter sufficient funds be provided annually to furnish personnel, books, periodicals, and equipment necessary to maintain the libraries as efficient laboratories for normal school students and teachers.

"10. The committee believes that the deleterious effects of taking a large proportion of grade teachers for the District of Columbia normal schools may be greatly mitigated by securing at least 50 per cent of the principals and other supervisors of the elementary and high schools of the District and of normal school faculties employed each year from outside the District of Columbia school system.

"The committee also recommends in this connection that a way be provided whereby grade teachers of special excellence or with peculiar qualifications may be brought into the District of Columbia system from outside.

"11. That all new appointees to teaching positions in the normal schools of the District of Columbia should have received the master's degree, have had at least 30 semester hours professional work, and have had in addition two or more years of successful teaching experience.

"12. That no attempt be made for the time being to prepare junior or senior high-school teachers or special teachers in either of the District of Columbia normal schools.

"That for the immediate future the District of Columbia provide a number of scholarships or an amount equal to the tuition and laboratory charges in local colleges and universities for graduates of the District of Columbia high schools who contemplate preparing themselves as junior or senior high-school teachers. The number of scholarships so provided should equal approximately one-half the number of new junior and senior high-school teachers employed annually."

This office realizes that the Board of Education and the school authorities have yet to consider and weigh in conference the recommendations submitted by the Bureau of Education. Consideration of the report, however, ought to be scheduled early in the school year 1926-27 in order that changes in policy, which may be agreed upon, might be published reasonably in advance of the time when such changes would become effective. In the meantime, of course, no modifications in practice at the Miner Normal School will take place.

Better supervision for the schools of Washington was the chief consideration of the superintendent of schools for the year 1925-26. To this end he organized and conducted monthly conferences throughout the year with all of the school officials. At these conferences supervision was discussed under the following headings:

- I. Purpose of supervision.
- II. By whom should supervision be carried on.
- III. Methods of supervision.
- IV. The spirit of the supervisor.
- V. The qualifications of the supervisor.
- VI. The results to be achieved in supervision.

These monthly meetings and discussions had a profound effect on the officers and teachers of Divisions X to XIII. Of course, a common, definite understanding among all of the officers of the school system as to the purpose, methods, spirit, and results of expert supervision was the immediate and most evident result. But in Divisions X to XIII, these discussions stimulated thought and discussion and led to the adoption, in some circles, of more or less definite plans for securing better results in teaching and in supervision.

You will permit two illustrations in this connection.

In the case of Miner Normal School, the major problem with which the administration of that school concerned itself this year was the improving of the character of instruction in normal-school classes.

"This improvement was sought," says the principal—

"1. By varying the classes of instruction not only in reference to objectives sought, but also in terms of the abilities of individuals.

"2. By rewriting the syllabuses of the several courses of instruction in an effort to meet more adequately the professional needs of the several groups.

"3. By educational meetings in which the teacher outlined and discussed how, through their individual courses of instruction, they contribute to the larger aims and purposes of the institution.

- " 4. By group conferences between teachers engaged in the same character of work.
- " 5. By the interchange of visits between faculty members.
- " 6. By attempting to make each lesson taught a model of its type.
- " 7. By discovering to the students the means of checking their own results."

So effective has been this plan in promoting "a better understanding and appreciation of the contribution of each to the educational and cultural growth of the student body" that the principal is seriously considering the advisability of following it for an indefinite period.

In the case of the junior and senior high schools improvement in teaching and supervision was sought through monthly conferences with principals and heads of departments under the leadership of this office. Beginning with October 14, 1925, and continuing throughout the school year in monthly conferences with principals and heads of departments, discussion centered about the following list of topics:

I. STANDARDIZATION OF ACHIEVEMENT

- A. Definition of grade standards, including determination of minimum essentials in all subjects.
- B. Demonstration teaching.
- C. Diagnostic and remedial program for failures—extension of program of diagnostic and achievement testing in all subjects of the curriculum.
- D. Need of checking on progress of work so that equal ground as nearly as possible may be covered in all classes of homogeneous ability to facilitate class promotion and transfers.
- E. Weakness of science pupils in arithmetic.

II. SUPERVISION OF INSTRUCTION

- A. Adjustment of junior high-school children to the senior high course in mathematics.
- B. Attention to technique of classroom procedure.
- C. Correlation of subjects.
- D. Credit for language work pursued in eighth grade.
- E. Daily programs of teachers.
- F. Double laboratory periods.
- G. Intervisitation of teachers.
- H. Laboratory fees.
- I. Nomenclature of subjects.
- J. Prescribed science for boys taking automechanics.
- K. Regular meetings, conferences, suggestions to teachers.
- L. Science work in vacation schools (advisability of students taking new courses).

III. MATTERS OF GENERAL INTEREST

- A. The duties of heads of departments as to—
 - 1. Assignments given teachers (responsibility of heads of departments, if any).
 - (a) Assignment of teachers holding 2A licenses to ninth grade work.
 - (b) Cross assignments.
 - (c) Sections (teachers of science).
 - (d) Size of classes.
 - 2. Responsibility of heads of departments in pupil purchases of school supplies in grades 7 and 8.

3. Supervision of vocational schools.
4. Teaching assignments.
5. Vertical supervision.
- B. Distribution of subjects.
 1. Extension of work of business department to Armstrong High School.
 2. Subjects in the business department (bookkeeping).
 - C. Office equipment.
 1. Clerical assistance.
 2. Postage—adjustment to size of department.
 3. Telephone.
 4. Typewriters.
 - D. Ratings of teachers.
 1. Rating of teachers in two or more departments.
 2. Significance, if any, of rating given by head of department.
 - E. Special.
 1. Allotment of funds for special work given heads of departments.
 2. Duty of teachers as to attendance upon meetings called by heads of departments.
 3. Notification of heads of departments as to teacher separations and additions affecting the departments. This applies not only to teachers appointed to and leaving the service but temporary and special assignments made within the schools.
 4. Qualifications of heads of departments.
 5. Ratings of heads of departments.
 - F. Annual substitutes.

IV. EXTRAMURAL ACTIVITIES

- A. Connection of schools with trades' and builders' organizations.
- B. Connection of business department with business community.

The entire program of topics was not completed. The program will be resumed during the coming school year. It is very gratifying to be able to report, however, that the officers concerned report that they found these conferences both informing and stimulative. They certainly led to—

1. A better understanding and appreciation of the duties and responsibilities of heads of departments.
2. A finer appreciation of the distinction between the administrative and supervisory functions both of principals and heads of departments.
3. A realization of the need for a definite program of supervision faithfully carried out.
4. A conviction that supervision must be cooperative, constructive, impersonal, and scientific.
5. A decision to seek the cooperation of the department of research to institute a survey of senior high schools in regard to the matter of retardation, said survey to take the form of—
 - (a) Diagnosis.
 - (b) Discovery of causes.
 - (c) Suggestion of remedial measures.
6. An agreement to invite the department of research to a serious consideration with principals and teachers of junior high schools of the subject of guidance for pupils in junior high schools.

The foregoing outlines of activities in the Miner Normal and the junior and senior high schools are but illustrations of many different plans followed by officers of Divisions X to XIII this year in seeking improvement in teaching and

in supervision. For further information in regard to the working plans of other groups of officers you are respectfully referred to their annual reports.

This office has the conviction that much more work needs to be done in the years just ahead of us in getting the teaching personnel to appreciate fully the school administration's plan of cooperative supervision. A definite but comprehensive plan of procedure should be mapped out and followed by all of us next year, under proper guidance and control, in each of the following eight fields of supervision:

I. The improvement of teaching by—

1. Setting up standards to be attained in each grade and in each subject.
2. Checking up the work from time to time to determine progress made.
3. Assisting teachers to improve in methods.
4. Assisting teachers to adapt courses of study to local conditions.
5. Selecting and organizing teaching material for different children.
6. Assisting teachers to diagnose the difficulties of their classes and individual difficulties of pupils.

II. The improvement of teachers in service by—

1. Developing a technique of teaching.
2. Inspiring teachers to take a professional attitude toward their work.
3. Seeking the cooperation of teachers in determining the content of courses of instruction.

III. The selection and organization of the curriculum in cooperation with teachers.

IV. Providing general motivation for the work of the schools.

V. Interesting parents in the work of the schools.

VI. Measuring the efficiency of teaching.

VII. Providing the best possible teaching conditions.

VIII. Providing conditions for experimental and research work.

This office is profoundly interested in the matter of guidance, especially for pupils of junior high school age and classification. You will recall that in the conferences of this office with junior and senior high school principals and heads of departments, hereinbefore reported, mention is made of a decision of the conferees to invite the department of research to a serious consideration of this problem in cooperation with the faculties of the junior high schools.

In recent years two important studies have been made of the question of the vocational interests of junior high school pupils. The more significant of these studies, perhaps, is that of E. E. Franklin, the Permanence of the Vocational Interests of Junior High School Pupils, Johns Hopkins University, 1924. Franklin's study, extending over a period of a year and covering the cases of 1,035 junior high school pupils, resulted in the following findings:

"1. Intelligence ratings are a good basis for grouping pupils in re vocational preferences.

"2. Vocational guidance to be effective must start at the beginning of the junior high school course.

"3. Vocational interests are rather permanent over the critical period of the junior high school.

"4. Vocational interests expressed are final and practical.

"5. Interests of pupils in commercial courses are closely correlated with school work.

"6. Pupils in the lower level are just as permanent in their interests as those in the higher level."

A second investigation of this question has recently been made by Brooks of Johns Hopkins in the case of about 1,000 pupils over a period of one year. Brooks concluded—

"1. That better work can be done where pupils are counseled.

"2. That, since this is true, we should develop counseling early in the junior

The question of guidance for junior high school pupils has so gripped the interest of the junior high school principals that both of them give space to the subject in their annual reports for the year.

The guidance plan submitted by the principal of the Shaw Junior High School is both suggestive and constructive, and deserves our sympathetic consideration. The attention of the superintendent of schools is specifically directed to the Shaw plan of guidance.

This office deems it advisable (1) to incorporate in this report the "introductory statement" of the plan for purposes of record, and (2) to report to the superintendent of schools the desire of this office to provide favorable conditions next year for trial of the plan.

"A GUIDANCE PLAN FOR SHAW JUNIOR HIGH SCHOOL—INTRODUCTORY STATEMENT

"The term guidance as here used includes all purposeful and systematic efforts administered by the school to assist the pupil in adjusting himself happily, helpfully, and successfully to life in the school, and to prepare him, as far as may be, to choose and enter upon the next stage of his life with efficiency and success, whether that stage be further schooling or gainful occupation.

"The measure of the need of guidance in school is the great toll of school and adult maladjustment. The children who leave school to enter industry without economic pressure to do so, the behavior misfits, the brilliant pupils working below capacity, and the social and occupational failures in adult life may have been saved in large numbers by wise guidance.

"Our school has for the past few years done guidance work in the prescribed period and incidental to other activities of the school. Except in a general way, however, it has not been systematized. It has had no central direction or unifying principle, but its scope has been left to each teacher, save for general agreements arrived at in teachers' meetings or in individual conferences between the teachers and principal. Something has been accomplished in assemblies, lesson periods, home-room periods, club periods, etc. But I am impressed that it can be made more certain that each pupil will receive the kind of guidance he should receive, when he should receive it, and that no child shall be overlooked or his needs unrecognized, if the work is more definitely planned out and allocated by grades, semesters, weeks, and to the agents as outlined.

"I believe that this can be accomplished through cooperative effort of the faculty, heads of departments, and directors.

"It is clear that there are some things that the section ('home room') teacher should do with and for every pupil in her group; certain other things that each subject teacher can best do, and so for each agent in the organization. Likewise there is a best agency to be used for each objective. It will be our problem to study guidance requirements in this light, and to make and assemble for each pupil records necessary and not already available. Devices, as analysis blanks to direct self-observation, must be studied and adopted when advisable. Each agent must know the special field of his guidance work.

"Wherever done, in classroom, club, home room, or elsewhere, the guidance work should aim to reduce the difference between what a pupil is in any desirable quality and what his capacities make it possible for him to become. The basis of all guidance given must be knowledge of the pupil as complete as possible, from reliable sources, and a matter of record. This knowledge of the pupil is to be derived from intelligence and achievement tests, physical examination, will-temperament tests, school achievement and behavior records, family history study, acquaintance with the home environment.

"The guidance work must be chiefly individual in its character, but must at times also take the form of crystallizing public opinion in the school, and establishing tendency to sound and appropriate action in the group on matters of conduct, scholarship, attitude, health, etc., essential for all."

Originally the Margaret Murray Washington and the Phelps Vocational Schools were set up to accommodate pupils who finished grade 5 and desired more specialized training than that offered by grades 6, 7, and 8 of the traditional elementary schools. Accordingly, in the early years a majority of the vocational school pupils were classified in grades 6 and 7.

In recent years the situation has changed materially. Quite a majority of the boys at Phelps are of grades 7 and 8. In the case of the Margaret Murray Washington Vocational School for Girls it is interesting to note the facts revealed in this connection for June, 1925.

School	Grades			Total
	7	8	9-12	
Margaret Murray Washington Vocational.....	25	45	123	193

Evidently a reclassification of these schools was necessary. Heads of departments, directors of special subjects, and vocational-school principals in cooperation with this office gave thoughtful consideration, over a period of several months, to such questions as—

1. The reclassification of the vocational schools.
2. The revision and reconstruction of courses of study in vocational schools.
3. The standardization and unification of the organizations of vocational schools.
4. Supervision of vocational schools.
5. Providing suitable achievement and mechanical aptitude tests to be used in examining pupils for admission to vocational schools.
6. New time schedule for subjects.

Main agreements arrived at:

1. That the vocational schools shall be open for the admission of pupils desiring trade instruction who have completed the sixth grade of the elementary schools.
2. That instruction in the vocational schools shall center around grades 7, 8, and 9.
3. That the heads of departments and directors of special subjects should revise and reconstruct the courses of study in vocational schools.
4. That heads of departments and directors of special subjects should supervise the work in vocational schools.
5. Immediate revision of the time schedule, effective September 1, 1926.

The attention of the superintendent is directed to the individual reports of the officers for detailed information in regard to the several departments of the school system. This office is of the opinion that these reports indicate in many respects signs of healthy growth and steady progress in the schools of Divisions X to XIII.

The superintendent of schools will permit this office, in closing this report, to express to him its keen appreciation of his usual fine cooperation and inspiring leadership in school affairs this year. The superintendent of schools does nobly by Divisions X to XIII.

Respectfully submitted.

G. C. WILKINSON,

First Assistant Superintendent of Schools.

3. REPORT OF ASSISTANT SUPERINTENDENT ROBERT L. HAYCOCK

To the SUPERINTENDENT OF SCHOOLS.

SIR: The year 1925-26 has been one of unusual activity and progress in the administration and supervision of the elementary schools. The two fields of educational direction, viz, administration and supervision, always so closely

related, entered upon a new phase during the past school year with the appointment of Miss Rose Lees Hardy as assistant superintendent in charge of supervision in the first six grades. This progressive step was indicative of a broad forward-looking program that not only defined, dignified, and gave due importance to supervision, but rendered more clear-cut the 6-3-3 plan of organization. For purposes of supervision the real scope of the elementary schools in the future must be recognized as reduced to the first six grades and the kindergarten. Wherever they are accommodated in elementary buildings seventh and eighth grade classes by virtue of their courses of study, and because of their preadolescent aspects must be associated in their classification with the junior high-school organization.

Another forward step was the official recognition of the research department as a coordinate arm of our school system. The appointment of Miss Jessie La Salle as assistant superintendent in charge of research, thus releasing her from supervisory duties, signalized the establishment of a full-fledged branch of the school system set apart in its particular field, and set up to render more efficiently its particular service to the schools.

Our elementary, junior, and senior high schools will benefit alike from the scientific assistance rendered through the activities of the research department. Every branch of the schools presents problems that require investigation and scientific solution. When the superintendent or his administrative and supervisory officers are concerned with general problems that should be solved by research, a group of expert workers is now ready to take up those studies assigned to them.

In general it should be the province of the research service of the schools to investigate on the request of an officer or department rather than to initiate a study of a problem without the knowledge of the officer concerned. An investigation will progress more satisfactorily when the officers, the principals, and teachers concerned are working upon a problem sympathetically and in full cooperation with the research department. Moreover, the results of investigation will react more effectively and more beneficially upon those schools in which the personnel and the research workers are in agreement concerning the problem to be solved.

The superintendent and his administrative staff should have knowledge of every such undertaking, its purpose, and the general program of investigation. Confronted with problems of administration and supervision requiring expert study and analysis the superintendent on his own initiative will call upon the research department for investigations with the view to improving the efficiency of the educational machine. Only on the basis of facts ascertained by scientific testing can the superintendent be assured that the results of instruction measure up to the expected standards of achievement.

In order to guarantee a satisfactory initiation of an investigation in any part of the schools by the research department the administrative procedure should probably be as follows:

(1) Written statement from the officer or principal to the superintendent through the regular channels pointing out the need of such study by the research department and the educational ends to be gained thereby.

(2) Conference of the superintendent, or one of his administrative assistants, with the field officer concerned and assistant superintendent in charge of research.

(3) Conference of research officer and field officer with personnel groups in the field before launching a program of investigation approved by the superintendent.

After completing its investigation the research officer should submit a general statement to the superintendent and his assistants indicating the results of the study and the recommendations of the department of research. Conferences of officers should follow in order that a proper interpretation may be had of the data growing out of the investigation, and to insure an intelligent understanding of the follow-up work necessary for the resultant improvement of the schools. The superintendent's staff and all officers in the field have the privilege of consulting the officer in charge of research in furthering programs of school improvement growing out of investigations by the research department.

A notable improvement in classroom instruction has resulted from the reorganization of classes in those elementary schools which have had the benefit of intelligence and achievement testing under the auspices of our research department. A more homogeneous grouping of pupils, a better understanding of pupil needs by the teacher, and the closer adaption of subject matter and materials of instruction to pupil ability have been made possible by such investigations. New bases established by research become important factors in the classification of pupils, and new criteria have become significant guides for judging the effectiveness of instruction.

The adaptation of the schools to individual differences among pupils, is a many-sided problem of administration affecting high schools and the elementary schools alike. The time is ripe for the revision of our courses of study in order that they may be framed in the light of recent findings of research. Already the latest textbooks give evidence of the scientific trend in education. Teacher training must be adapted to the changing concepts of the intellectual and physical nature of the child. The new point of view becomes a factor in the reorganization of our system of vocational training and manual arts. Special rooms for special classes must be considered in all future planning of school buildings, and in the selection of materials of instruction and equipment for such rooms. These are some of the important problems which challenge our best thought during the coming year.

Respectfully submitted.

R. L. HAYCOCK,
Assistant Superintendent of Schools.

4. REPORT OF ASSISTANT SUPERINTENDENT ROSE L. HARDY

To the SUPERINTENDENT OF SCHOOLS.

Sir: According to the superintendent the prime function of the department of research is to investigate, to draw conclusions, and to make recommendations. These recommendations are made to school officials responsible for administration and for the development of an adequate program of education. It then becomes the responsibility of these persons in the field to so use this material that better education from the kindergarten through high school is the result.

The compulsory education act requires the schools to provide a place for every child who is above the grade of imbecile. By the standards of progressive education this does not mean merely providing so many cubic feet of air, a seat to sit in, and a teacher in charge of a large number of children. It means a place for the personality of the child to develop, whatever his characteristics may be, whatever his mental level may be, a place where he can develop those talents or gifts with which nature has endowed him, whether these gifts be many or few, intellectual or otherwise. The school can not

give to each child adequate opportunity to develop without knowing what type of child he is. It was for the purpose of getting as complete understanding as possible of the pupil material in our schools that the department of educational research was established three years ago. Though the amount of work accomplished during the first two years was prodigious it was small compared with the vastness of the task. In the year 1925-26 appreciable strides have been made and a program of organization providing for the classification of all elementary schools has been planned.

In the three years of work with psychological classification some outstanding problems have arisen. It is the purpose of this section of the report to focus attention on some of these problems.

1. How can a definite understanding of what psychological classification means, a sympathetic attitude toward it, and a real spirit of investigation and experimentation in education be developed on the part of all who share the responsibility for the education of the children of our local schools? Progress has been made in the past year but there are still administrators and teachers who feel that a teacher of a class of dullards has a "raw deal," that the teacher of a group of gifted children has a "soft snap," that a few bright ones should be thrown into the group" of below average to liven things up a bit for teacher and pupils, that segregation is a stigma when the child is in any below-average group. There is still failure on the part of many to comprehend that teaching slow children demands a different technique and does not mean merely going more slowly, that developing a group of accelerates demands not merely a rapid mastery of subject matter, though subject matter should be mastered as rapidly as is consistent with the all-around development of the child, but that pupils of superior intellect should have such training that they are not hurried through school but developed fully and richly along the line of their native capacities.

2. What standards of classification are to be recognized that make city-wide differentiation between different groups of pupils. It does not matter whether these groups are designated as X Y Z, as average, above average and below average, or what designation is used so long as the X group in school A represents the same level as the X group in school B. It must be recognized, however, that the grouping is not hard and fast, but that other factors than intelligence frequently come in to change a pupil from one group to another, such factors as emotional instability which may lower a very gifted child's status, or force of character and will which may increase the power of a child of only average intelligence. Throughout the grouping the general understanding must prevail that psychological tests are not an excuse not to educate but a useful indication of how to educate. Early psychological classification carried through has the value of preventive measure. It makes it possible to keep bright pupils from marking time and to save dull ones from useless failure and discouragement.

3. How can more adequate records of school history be kept and handled so that the record of a child's whole progress through school is easily available and can furnish valuable material for diagnosis? This involves the development of a system of keeping, of filing, and of handling records. These records furnish information invaluable for a teacher, but they make heavy demands in clerical work for both teacher and principal. The problem points to a need for some clerical help in every large elementary school unit.

4. "What is satisfactory attainment for the children of my class?" is the problem of every teacher handling a classified group. The present course of study is inadequate both from its content and from its lack of flexibility.

Committees appointed by the superintendent during the past year are at work on a reorganization of the present curriculum. It is desirable that these committees make use of whatever knowledge is available in regard to the range of intelligence and to the types of children in our local schools, and that a curriculum be made definite enough and at the same time flexible enough to be an effective instrument in the hands of teachers for the development of the best in each child.

5. The problem of material for effective work is an outstanding one. If the school believes that what a child is is more than what he knows, that the experience he gains as he goes through school is more than the knowledge he acquires it will do away with empty colorless classrooms. Provision must be made to bring the gifted groups in contact with stimuli that tend to develop them to their fullest extent. Provision must also be made for that stimuli that will do this best for the average and below-average groups. Children must be brought in contact with the educative forces of the community both in the classroom and out of it. Provision must be made for excursions, for the handling of materials that give a child chance for self expression, for contact with music, art, and literature. Supplementary material that gives a child the chance to work independently in building up desirable habits and skills in the tool subjects must be provided. Many of our teachers have generously furnished money from their own incomes for this purpose. It is desirable that there should be funds available for supplying material for experimental purposes in working with children of different levels of ability.

6. How large a group can a teacher handle and really develop those attitudes, habits, and skills which modern progressive education demands a child shall have? Where psychological classification has been made the school knows its pupil material and is able to judge the quality of the teacher's work, but much experimentation should be made to discover what size class can be taught with best success.

7. A psychologically classified school needs teachers equipped for the job. It becomes one of the paramount problems of the school system to find the right teacher for each situation. This involves consideration of native equipment, training, and personality traits. It also involves a knowledge of the type of work each teacher is asked to do. With the best possible assignment there is the further problem of training and helping the teacher in service. With the modern type of school where much experimentation must be made, how can the teacher be directed and helped and still freed for creative work?

I wish to pay tribute to those teachers who have done outstanding work with the deviates from the normal. More have reached success in the handling of slower groups than bright ones. There have, however, been a few outstanding examples of work of high character with brilliant children.

8. How can the community be brought into sympathetic understanding with the new type of organization that must be developed for psychological classification, and how can they be stimulated to participate actively in such reorganization? The present generation of parents was educated in the traditional thinking of mass instruction—every child must have the same type of training and arrive at the same point at the same time or something was wrong with the schools. How can the public be brought to see that the complexities of modern life demand a different type of education, that waste in education must be eliminated, and that the most appalling waste we are combating is the waste of child life? Conserving the energy of the child and releasing it for the development of his individual powers is the challenge to the modern school. Perhaps no school officer has so large an opportunity

here as has the administrative principal of an elementary school in a live, growing community.

These are some of the problems that present themselves to officers in the field in the use of measurement in education. Many of them are not new but present new phases that show need for a scientific attitude toward education and for much experimentation. In their solution there is need for the interlocking of teaching body, administrative group, and research department. With the right attitude toward experimentation, with strong cooperation, and with a vigorous use of what has already been accomplished in the past year, the year 1926-27 offers opportunities for wide accomplishment in reorganization.

Respectfully submitted.

ROSE L. HARDY,
Assistant Superintendent.

